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AUTHOR	Cason, Constance; And Others
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ABSTRACT

This guide to the social studies was developed for use in the senior high schools of Duval County, Jacksonville, Florida. Topics covered are United States government, United States history, anthropology, bible history, comparative institutions, European history, Florida history, human relations, political science, economics, psychology, sociology, urban affairs, world history, and world geography. A course outline, a detailed list of performance objectives, and a key to the recommended instructional materials are provided for each course listed in this guide. (CMG)

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CITIZENSHIP

JUSTICE

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CHANGE

CONFLICT

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SENIOR HIGH
SOCIAL STUDIES

Herb A. Sang, Superintendent
DUVAL COUNTY PUBLIC SCHOOLS
Jacksonville, Florida 1980

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1982

TEACHERS GUIDE TO SOCIAL STUDIES
IN THE
SENIOR HIGH SCHOOL

Prepared by

Constance Cason
Edward White Senior High School

Pam Edwards
Edward White Senior High School

Anita Knold
Edward White Senior High School

Lynn Mickler
Highlands Junior High School

Marsha Miller
Edward White Senior High School

Linda Oberdorfer
Terry Parker Senior High School

Allen Rushing
William Raines Senior High School

Judith Silas
Fletcher Junior High School

Crystal Sisler
Sandalwood Junior/Senior High School

Dana Thompson
Fletcher Senior High School

Warren Tracy
Sandalwood Junior/Senior High School

Under the Direction of

WARREN F. TRACY
Supervisor, Social Studies

Coordinated by

Rory Morris

Cover design and graphics by

Nellie Lynch

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PILOT COURSES, 1982-83

INTRODUCTION
AMERICAN GOVERNMENT

State Accreditator Number. .	0447
Course Code Number	2037
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . .	Amer Govt
Length of Course	Semester
Credit	1/2
Grade Level.	11, 12

Prerequisites

American History and Institutions II

Textbook(s)

McClenaghan, William A., Magruder's American Government (Boston: Allyn and Bacon, Inc., 1978).

Notes to Teachers

Students will master the concepts and skills developed for American Government as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

COURSE OUTLINE

AMERICAN GOVERNMENT

- 1.0 Introduction to American Government
  - 1.1 Definitions
    - *1.1.1 Government
    - *1.1.2 Democracy
    - *1.1.3 Republic
  - 1.2 Origins
    - *1.2.1 Greece
    - 1.2.2 Rome
    - 1.2.3 English heritage
    - 1.2.4 Colonial background
    - 1.2.5 Declaration of Independence
    - 1.2.6 Articles of Confederation

- 2.0 Development of the Constitution
  - 2.1 Constitutional Convention
  - 2.2 Constitutional Compromise
  - 2.3 Basic Principles
    - *2.3.1 Popular sovereignty
    - *2.3.2 Limited government
    - 2.3.3 Separation of powers
    - *2.3.4 Checks and balances
    - 2.3.5 Federal system
  - *2.4 Amending Procedure

- 3.0 Legislative Branch
  - 3.1 Bicameral Congress
  - *3.2 Basic Structure: Qualifications/Terms/Size/Sessions/Reapportionment
    - 3.2.1 House of Representatives
    - 3.2.2 Senate
  - 3.3 Organization
    - 3.3.1 Presiding officers
    - 3.3.2 Floor leaders
    - *3.3.3 Committee system
    - 3.3.4 Seniority system
  - 3.4 How a Bill Becomes a Law
  - 3.5 Legislative Powers
    - *3.5.1 Expressed
    - *3.5.2 Implied
    - 3.5.3 Inherent
    - *3.5.4 Concurrent
    - 3.5.5 Denied
    - 3.5.6 Reserved
  - 3.6 Nonlegislative Powers

- 4.0 Executive Branch
  - 4.1 Electoral Process
    - *4.1.1 Requirements
    - *4.1.2 Primaries
    - 4.1.3 National conventions
    - 4.1.4 Campaigns
    - *4.1.5 Electoral College
    - 4.1.6 Strengths/Weaknesses
  - 4.2 Presidential Succession
    - 4.2.1 Basis
    - 4.2.2 Order
  - 4.3 Executive Offices
    - 4.3.1 White House Office
    - 4.3.2 National Security Council
    - 4.3.3 Office of Management and Budget
    - 4.3.4 Other agencies
  - 4.4 Cabinet
  - 4.5 Powers of the President
    - 4.5.1 Executive
    - 4.5.2 Diplomatic
    - 4.5.3 Military
    - 4.5.4 Legislative

* Indicates Minimum Level Skills

AMERICAN GOVERNMENT

4.5.4 Legislative
4.5.5 Judicial
4.6 Federal Bureaucracy
*4.6.1 Definition
4.6.2 Chart
4.7 Civil Service
4.8 Formation of Foreign Policy
4.8.1 Development
*4.8.2 Constitutional provisions
4.8.3 National defense
4.8.4 United Nations
4.8.5 Current problems
4.9 Cost of Government
4.9.1 Taxes
4.9.2 Federal budget
4.9.3 Public debt

5.0 Judicial Branch

*5.1 Functions of Courts
*5.2 Federal Judges
5.2.1 Appointment
5.2.2 Term
5.3 Types of Laws
5.3.1 Constitutional
5.3.2 Statutory
*5.3.3 Criminal
*5.3.4 Civil
5.4 Types of Courts
5.4.1 District Courts
5.4.2 Court of Appeals
*5.4.3 Highest court
5.4.4 Other
5.5 Judicial Review
*5.5.1 Definition
5.5.2 Marbury v. Madison

6.0 Civil Rights

6.1 Immigration
6.1.1 Early restrictions
6.1.2 Present policies
6.2 Types of Citizenship
*6.2.1 Definition
6.2.2 By birth
*6.2.3 Naturalization
6.2.4 Loss of citizenship
*6.3 Bill of Rights
6.3.1 Freedoms
6.3.2 Constitutional limitations
6.4 Due Process
*6.4.1 Definition
6.4.2 Types
6.4.3 14th Amendment
6.5 Fair Treatment Under the Law
*6.5.1 Writ of habeas corpus
6.5.2 Bill of Attainder/ Ex post facto law
*6.5.3 Grand Jury
*6.5.4 Rights of the accused
6.5.5 Capital punishment
6.6 Equality Before the Law
6.6.1 Equal protection clause
6.6.2 Separate-but-equal doctrine
*6.6.3 Brown v. Topeka Board of Education
6.6.4 Recent Civil rights legislation

7.0 Individual Participation

7.1 Political Parties
*7.1.1 Definition
7.1.2 Functions
7.2 Two Party System
*7.2.1 Characteristic
7.2.2 Reasons
7.2.3 Historic development

AMERICAN GOVERNMENT

- 7.3 Minor Parties
- 7.4 Campaign Finance Regulations
- 7.5 Suffrage
  - 7.5.1 Definition
  - *7.5.2 Political right
  - 7.5.3 Present requirements
  - 7.5.4 Apathy
  - 7.5.5 Voter behavior
- 7.6 Public Opinion
  - *7.6.1 Definition
  - 7.6.2 Formation
  - 7.6.3 Measurement: elections, polls, media
  - 7.6.4 Constitutional limitations
- 7.7 Pressure Groups
  - *7.7.1 Definition
  - 7.7.2 Types
  - 7.7.3 Propaganda
  - 7.7.4 Techniques
  - *7.7.5 Lobbying
  - 7.7.6 Advantages/Disadvantages

8.0 State and Local Governments

- 8.1 State Governments
  - 8.1.1 Constitutions
  - 8.1.2 Branches
  - 8.1.3 Variations
  - 8.1.4 Impact upon individual
- 8.2 Local Government
  - 8.2.1 Types
  - 8.2.2 Functions
  - 8.2.3 Methods of finance
  - 8.2.4 Impact upon individual

PERFORMANCE OBJECTIVES
AMERICAN GOVERNMENT

American Government is an elective course designed to cover the study of the basic functions of government. The topics covered in the course are: development of the Constitution, legislative branch, executive branch, judicial branch, civil rights, individual participation, and state-local government. Successful completion of this course is based on teacher judgement and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to American Government

1.1 Students will demonstrate knowledge of the term American Government by identifying:

*(1) the purpose of government;

*(2) the meaning of democracy; and

*(3) a definition of republic as a type of democracy.

1.2 Students will understand the origins of American Government by:

*(1) identifying the ancient civilization that originated the idea of democracy;

(2) identifying the ancient civilization that originated the idea of a republican form of government.

(3) describing the English heritage including the Magna Carta, English Bill of Rights and "rights of Englishmen";

(4) describing the colonial background including Mayflower Compact, town meeting, and House of Burgesses;

---

* Indicates Minimum Level Skills

(5) listing the major principles found in the Declaration of Independence; and

(6) stating the major weaknesses of the Articles of Confederation.

2.0 Development of the Constitution

2.1 Students will describe the Constitutional Convention proceedings including purpose, organization, and leaders.

2.2 Students will summarize the compromises included in the U.S. Constitution.

2.3 Students will demonstrate knowledge of the basic principles in the Constitution by identifying:

*(1) a definition and an example of popular sovereignty;

*(2) a definition and an example of limited government;

(3) a definition of separation of powers;

*(4) a definition and an example of checks and balances; and

(5) a definition of federal system.

*2.4 Students will identify the purpose of and procedure for amending the Constitution.

3.0 Legislative Branch

3.1 Students will identify the definition of bicameral and list two reasons for its establishment.

*3.2 Students will demonstrate knowledge of the legislative branch by identifying the basic structure (qualifications, terms, size, sessions, reapportionment) of the

(1) House of Representatives; and

(2) Senate.

3.3 Students will demonstrate knowledge of the organization of the legislative branch by:

(1) identifying the major presiding officers as the Speaker of the House, President of the Senate (Vice-President of the United States), and President Pro Tempore;

(2) explaining how majority and minority floor leaders and party whips are managers of their party's interest on the floor of each house and explain their activities;

*(3) identifying the importance of the committee system in accomplishing the work of Congress; and

(4) identifying the role the seniority system in relation to congressional leadership.

3.4 Students will trace the process for a bill becoming a law.

3.5 Students will demonstrate knowledge of the legislative powers by identifying:

*(1) a definition and an example of expressed powers;

*(2) a definition and an example of implied powers;

(3) a definition and an example of inherent powers;

*(4) a definition and an example of powers shared by the state and federal government;

(5) a definition and an example of powers denied Congress; and

(6) a definition and an example of reserved powers.

3.6 Students will identify and explain the nonlegislative powers of Congress.

4.0 Executive Branch

4.1 Students will demonstrate knowledge of the electoral process by:

*(1) identifying the constitutional requirements for being elected President;

*(2) identifying the purpose of primaries;

(3) selecting the role of national conventions;

(4) listing the activities occurring during a Presidential campaign;

*(5) identifying the role of the electoral college; and

(6) describing the strengths and weaknesses of the presidential preference primaries, nominating procedures, and electoral college system.

4.2 Students will demonstrate knowledge of presidential succession (25th Amendment); and

(2) identifying the order of succession in the event that there is no Vice-President.

4.3 Students will demonstrate knowledge of the Executive Office of the President by:

(1) summarizing the activities of the White House Office;

(2) describing the functions of the National Security Council;

(3) identifying the role of the Office of Management and Budget; and

(4) listing and describing the functions of the other agencies.

4.4 Students will list the departments of the Cabinet and summarize the major responsibilities of each.

4.5 Students will give examples of the following powers of the president:

(1) executive;

(2) diplomatic;

(3) military;

(4) legislative; and

(5) judicial.

4.6 Students will demonstrate knowledge of the federal bureaucracy by:

*(1) identifying a definition of the federal bureaucracy; and

(2) diagraming an executive agency.

4.7 Students will describe the framework of the Civil Service.

4.8 Students will demonstrate knowledge of the formation of foreign policy by:

(1) identifying the foreign policies in the past which have become cornerstones of current foreign policy.

*(2) identifying the provisions in the Constitution that define the powers of the President and Congress as they relate to treaties and national defense;

(3) listing the departments that are responsible for the national defense;

(4) explaining the purpose and organization of the United Nations and evaluating its effectiveness in solving world problems; and

(5) analyzing problems of current foreign policy.

4.9 Students will demonstrate knowledge of the cost of government by identifying the

(1) types of federal taxes;

(2) major components of the federal budget; and

(3) public debt as a method of deficit spending.

5.0 Judicial Branch

*5.1 Students will identify the primary functions of the federal courts.

*5.2 Students will demonstrate knowledge of federal judges by identifying:

(1) the method of appointment; and

(2) term of office.

5.3 Students will demonstrate knowledge of the types of laws by identifying:

(1) a definition of constitutional law;

(2) a definition of statutory law;

*(3) a definition of criminal law; and

*(4) a definition of civil law.

5.4 Students will demonstrate knowledge of the federal courts by:

(1) identifying the purpose of District Courts;

(2) stating the function of the Court of Appeals;

*(3) identifying the highest court of appeals; and

(4) listing three other types of courts.

5.5 Students will demonstrate knowledge of judicial review by:

*(1) identifying a definition of judicial review; and

(2) summarizing the principles set forth in the Marbury v. Madison decision.

6.0 Civil Rights

6.1 Students will demonstrate knowledge of immigration by:

(1) listing early restrictions on immigration; and

(2) summarizing the present policy.

6.2 Students will demonstrate knowledge of citizenship by:

*(1) identifying the definition of citizen (Amendment 14);

(2) describing jus soli and jus sanguinis as the types of citizenship by birth; and

*(3) identifying a definition of naturalization; and

(4) listing the ways people may lose their citizenship.

*6.3 Students will demonstrate knowledge of the Bill of Rights by:

(1) identifying freedoms guaranteed by the Bill of Rights (Amendments 1, 2, and 4); and

(2) identifying rights stated in the Constitution and Bill of Rights as having been limited by Supreme Court decisions.

6.4 Students will demonstrate knowledge of due process by:

*(1) identifying a definition of due process;

(2) identifying the types of due process; and

(3) summarizing the meaning of the 14th Amendment as it relates to due process.

6.5 Students will demonstrate knowledge of fair treatment under the law by:

*(1) identifying a definition of a writ of habeas corpus;

(2) summarizing the constitutional provisions concerning bills of attainder and ex post facto laws;

*(3) identifying the role of a grand jury;

*(4) identifying rights of persons accused of crimes as guaranteed in the Bill of Rights (Amendments 5, 6, 7, and 8); and

(5) contrasting arguments for and against capital punishment.

6.6 Students will demonstrate knowledge of equality before the law in relation to American Minorities by:

(1) identifying the meaning of the equal protection clause (Amendment 14);

(2) identifying the effect of Plessy v. Ferguson and giving examples of "Jim Crow" laws;

*(3) identifying the decision in Brown v. Topeka Board of Education; and

(4) listing and evaluating recent civil rights legislation.

7.0 Individual Participation

7.1 Students will demonstrate knowledge of political parties by:

- *(1) identifying a definition of a political party; and
- (2) describing the basic functions of political parties.

7.2 Students will demonstrate knowledge of the two-party system by:

- *(1) identifying the two-party system as a major characteristic of American politics;
- (2) explaining the reasons for a two-party system; and
- (3) outlining the historical developments which led to the current two-party system.

7.3 Students will demonstrate knowledge of minor parties by identifying the importance of minor parties as bringing public attention to important issues.

7.4 Students will demonstrate knowledge of campaign finances by explaining recent campaign finance regulations.

7.5 Students will demonstrate knowledge of suffrage and voting attitudes by:

- (1) identifying a definition of suffrage;
- *(2) identifying voting as the major political right and responsibility of citizens;
- (3) listing the present requirements for voting;
- (4) listing the factors affecting citizen apathy; and
- (5) listing the factors that help affect voter behavior

7.6 Students will demonstrate knowledge of public opinion by:

- *(1) identifying a definition of public opinion;
- (2) describing how public opinion in formed;

(3) explaining how elections, polls, and media are factors in the measurement of public opinion; and

(4) summarizing the constitutional limitations on majority opinion.

7.7 Students will demonstrate knowledge of pressure groups by:

*(1) identifying a definition of a pressure group;

(2) listing the types of pressure groups and giving an example of each;

(3) identifying a definition of propaganda;

(4) identifying examples of propaganda techniques used by pressure groups;

*(5) identifying examples of lobbying; and

(6) listing the advantages and disadvantages of pressure groups.

8.0 State and Local Government

8.1 Students will demonstrate knowledge of state government by describing the:

(1) constitution;

(2) branches;

(3) variations; and

(4) impact upon the individual

8.2 Students will demonstrate knowledge of local government by describing the:

(1) types;

(2) functions;

(3) methods of finance; and

(4) impact upon the individual

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN GOVERNMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
1.0	Introduction to American Government	2 weeks	MLST	W. A. McClenaghan, Magruder's American Government (Boston: Allyn and Bacon, 1978), pp. 15-26, 38-49.	
2.0	Development of Constitution	1 week	MLST	McClenaghan, pp. 49-74.	
3.0	Legislative Branch	2 weeks	MLST	McClenaghan, pp. 77-85, 234-56, 284-350, 492-524.	
4.0	Executive Branch	2 weeks	MLST	McClenaghan, pp. 234-56, 252-489, 528-643.	
5.0	Judicial Branch	2 weeks	MLST	McClenaghan, pp. 646-75, 725-38.	
6.0	Civil Rights	4 weeks	MLST	McClenaghan, pp. 101-78, 210-32.	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN GOVERNMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
7.0	Individual Participation	3 weeks	MLST	McClenaghan, pp. 234-56, 258-81.	
8.0	State and Local Government	2 weeks		McClenaghan, pp. 677-780.	

INTRODUCTION
AMERICAN HISTORY

State Accreditator Number. .	0449
Course Code Number	1910
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . .	Am Hist
Length of Course	Year
Credit	1
Grade Level.	10, 11, 12

Prerequisites

None

Textbook(s)

Risjord, Norman K. and Haywoode, Terry L., People and Our Country. (New York: Holt, Rinehart and Winston, Publishers, 1978).

Notes to Teachers

Students will master the concepts and skills developed for American History as presented in the Performance Objectives and summarized in the Course Oultine. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

AMERICAN HISTORY

- 1.0 "Frontier"
  - 1.1 Concept
    - *1.1.1 Definition
    - *1.1.2 Change
    - 1.1.3 Time periods
  - 1.2 Uniqueness
- 2.0 Native American Culture, 1100-1750
  - 2.1 Locations
  - 2.2 Environment
  - 2.3 "Frontier"
- 3.0 Building a New Society: Colonial American, 1600-1775
  - 3.1 Areas Claimed
  - 3.2 British Settlements
  - 3.3 Changes
  - 3.4 Causes of War
  - 3.5 "Frontier"
- 4.0 Founding a New Society, 1776-1800
  - 4.1 Independence Movement
    - 4.1.1 Social contract
    - 4.1.2 Complaints
    - 4.1.3 Extension of demoncracy
  - 4.2 Articles vs. Constitution
  - 4.3 Changes
  - 4.4 Farewell Address
  - 4.5 "Frontier"
- 5.0 Spirit of Nationalism and Sectionalism, 1800-1836
  - 5.1 Wars
  - 5.2 Monroe Doctrine
  - 5.3 Sectionalism
    - 5.3.1 Definition
    - 5.3.2 Areas
    - 5.3.3 States' rights
  - 5.4 Extensions of Democracy
  - 5.5 "Frontier"
- 6.0 Development of an American Culture, 1820-1850
  - 6.1 Emergence
  - *6.2 Literary Social Reform Movements
  - 6.3 Music, Art, Science
    - 6.3.1 Leaders
    - 6.3.2 Folk art/Music
    - 6.3.3 Spirituals
  - *6.4 Economy
  - 6.5 Social Mobility
  - 6.6 Native Americans
    - *6.6.1 Treatment
    - 6.6.2 New policy: reasons
    - 6.6.3 New policy: results
  - *6.7 New Territories
  - 6.8 "Frontier"
- 7.0 The Nation at Odds, 1850-1877
  - 7.1 Conflict
    - 7.1.1 Sectionalism
    - 7.1.2 Unresolved conflict
    - 7.1.3 Outcome
  - *7.2 Increasing Friction
  - 7.3 Political System
    - *7.3.1 Compromise of 1850/Kansas-Nebraska Act
    - *7.3.2 Appeasement
    - 7.3.3 Compromise: nature
    - 7.3.4 Unresolved issues
  - 7.4 Mounting Tension
  - *7.5 Elections
  - *7.6 Sectional Differences
  - *7.7 Secession
  - 7.8 Battle
    - 7.8.1 Strategy
    - 7.8.2 Effect
  - 7.9 Rebuilding
    - 7.9.1 Plans contrasted
    - 7.9.2 Reconstruction
  - 7.10 Position: Blacks
  - *7.11 Cartoon
  - 7.12 "Frontier"

AMERICAN HISTORY

- 8.0 The Gilded Age: From Agrarianism to Industrialism, 1865-1910
  - 8.1 Society Transformed
    - 8.1.1 Population
    - 8.1.2 Cities
    - 8.1.3 Economy
    - 8.1.4 Frontier
    - 8.1.5 Technology
    - 8.1.6 Opportunities
    - 8.1.7 Government
  - *8.2 National Economy
    - 8.2.1 Inventions
    - 8.2.2 Production
    - 8.2.3 Big business
  - 8.3 Corruption
    - 8.3.1 Reasons
    - 8.3.2 Spoils system
    - *8.3.3 Civil Service reform
  - *8.4 Labor Movement
    - 8.4.1 Big business
    - 8.4.2 Opposition
    - 8.4.3 Violence
  - 8.5 Effects of Changes
    - 8.5.1 Rise of business
    - 8.5.2 Urbanization
    - 8.5.3 Careers
  - 8.6 Frontier Closed
    - *8.6.1 Technology
    - *8.6.2 Opportunities
    - 8.6.3 Cities
    - 8.6.4 Violence
    - 8.6.5 Government: Indians.
  - *8.7 Farmers
  - *8.8 Laissez-Faire
  - *8.9 Immigrants: Changes
  - 8.10 Immigration: Effects
    - 8.10.1 New wave
    - 8.10.2 Contributions
    - 8.10.3 Cities
  - 8.11 "Frontier"

- 9.0 Progressivism: A New Era, 1900-1919
  - 9.1 Reform
    - 9.1.1 Improvement
    - 9.1.2 Extending democracy
    - 9.1.3 Government
    - 9.1.4 Lasting reforms
  - *9.2 Social, Economic Reforms
  - *9.3 Extension of Democracy
  - 9.4 Government: Changing Role
    - 9.4.1 Categorizing
    - 9.4.2 Social change
    - *9.4.3 Comparison
  - 9.5 "Frontier"

- 10.0 Turning Outward: Imperialism and World War I, 1890-1920
  - 10.1 Emergence: United States
    - 10.1.1 Readiness
    - 10.1.2 Factors: abroad
    - 10.1.3 Reasons
    - 10.1.4 Opinions
    - 10.1.5 Changes
    - 10.1.6 Isolationism
  - *10.2 Multiple Causation
  - *10.3 Map
    - 10.3.1 Territories
    - 10.3.2 Intervention
    - 10.3.3 Trade
  - 10.4 Latin America
  - *10.5 Economic Output
  - *10.6 Propaganda
    - 10.6.1 Emotions
    - 10.6.2 Statements distinguished
  - *10.7 Political Cartoon
  - *10.8 Central Powers, Allies
  - 10.9 Changes
  - *10.10 Treaty: Statements
  - 10.11 "Frontier"

- 11.0 Turning Inward: Isolation, Mass Culture and Depression, 1919-1939
  - 11.1 Society Between Wars
    - 11.1.1 Demobilization
    - 11.1.2 Normalcy
    - 11.1.3 Attitudes
    - 11.1.4 Prosperity
    - 11.1.5 Depression
    - 11.1.6 Government

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- *11.2 Demobilization: Effects
- 11.3 Return to Normalcy
- *11.4 Social Trends
- *11.5 Depression: Causes
- *11.6 Economy: Compared
- *11.7 New Deal
- 11.8 Comparison
- 11.9 "Frontier"

12.0 From Isolationism to Internationalism, 1919-1954

- 12.1 Foreign Policy
  - 12.1.1 Isolationism
  - 12.1.2 Latin America
  - 12.1.3 Neutrality
  - 12.1.4 World War II: causes
  - 12.1.5 World War II: economy
  - 12.1.6 Two theater war
  - 12.1.7 Cold war
  - 12.1.8 Demobilization
  - 12.1.9 Social impact
  - 12.1.10 U.S.S.R.
  - 12.1.11 Containment
- *12.2 Attitude Change
- *12.3 Good Neighbor Policy
- *12.4 Neutrality
  - 12.4.1 Legislation
  - 12.4.2 Allies
- *12.5 World War II: U.S. Entrance
- *12.6 Mobilization
- 12.7 Two Theater War
  - *12.7.1 Axis, Allies
  - 12.7.2 Strategies
  - 12.7.3 Atomic bomb
- 12.8 Cold War
  - 12.8.1 Conferences
  - 12.8.2 Blocs
  - 12.8.3 Soviet control
- 12.9 Demobilization Contrasted
- *12.10 Containment Policy
- 12.11 Red Scare
- 12.12 Social Impact
- 12.13 "Frontier"

13.0 Prosperity and World Leadership, 1950-1960

- 13.1 Society: 1950's
  - 13.1.1 Prosperity
  - 13.1.2 Civil rights
  - 13.1.3 Mass culture
  - 13.1.4 Dominance
  - 13.1.5 Challenges
- *13.2 Gross National Product
- *13.3 Prosperity
  - 13.3.1 Career changes
  - 13.3.2 Women
  - 13.3.3 Standard of living
  - 13.3.4 Recreation
  - 13.3.5 Mass culture
- *13.4 Civil Rights Movement
- *13.5 Aggression
  - 13.5.1 Brinkmanship
  - 13.5.2 Domino theory
- 13.6 Cultural Challenges
- 13.7 "Frontier"

14.0 Contemporary America, 1960-Present

- 14.1 Contemporary Scoiety
  - 14.1.1 Foreign affairs
  - 14.1.2 Government
  - 14.1.3 Media
  - 14.1.4 Disruptions
  - 14.1.5 Presidency
  - 14.1.6 Economy
  - 14.1.7 Technology
  - 14.1.8 Individuals
  - 14.1.9 Social problems
- 14.2 Foreign Policy
  - 14.2.1 Review
  - 14.2.2 Cold War/Delente
  - 14.2.3 Third World
- 14.3 Federal Government
  - 14.3.1 Social programs
  - 14.3.2 Effectiveness
  - 14.3.3 Legislation
- 14.4 Media Effects
- 14.5 Citizen Disruption
  - 14.5.1 Causes/Issues
  - 14.5.2 Government
  - 14.5.3 Effects

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- 14.6 Presidential Power
  - 14.6.1 Actions
  - 14.6.2 Constitution
  - 14.6.3 Comparison
- 14.7 Economy
- 14.8 Technology
- 14.9 Individuals
- 14.10 Social Problems
- 14.11 "Frontier"
- 14.12 Predictions

15.0 America Revisited, Colonial Times to the Present

*15.1 "Frontier": Identifications

PERFORMANCE OBJECTIVES
AMERICAN HISTORY

American History (11) Standard, is a required course designed to cover the historical development of institutions in American society. Starting with an investigation into the origins of American society in Native American culture, the course emphasis is on the period from 1840 to the PRESENT. The "Frontier" concept is used throughout the course to enable students to explore social, economic, political, and geographic changes in American society and to help prepare students in developing and applying analytical tools to contemporary and future American society. Successful completion of the course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 The "Frontier"

1.1 Students will demonstrate knowledge of the concept of the "Frontier" throughout American history by:

*(1) defining the term "Frontier" as the farthest limits of knowledge or achievement;

*(2) identifying the "Frontier" as constantly changing in nature; and

(3) matching time periods in American history with their respective "Frontiers":

Native American Culture (ca. 1100-1750)
Building A New Society: Colonial America (1600-1775)
Founding an American Society (1776-1800)
Spirit of Nationalism and Sectionalism (1800-1836)
Development of an American Culture (ca. 1820-1850)
Nation at Odds (1850-1877)
The Gilded Age: From Agrarianism to Industrialism (1860-1900)
Progressivism: A New Era (1900-1919)

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*Indicates Minimum Level Skills

Turning Outward: Imperialism and World War I (1890-1920)
Turning Inward: Isolation, Mass Culture, and Depression (1919-1939)
From Isolationism to Internationalism (1919-1954)
Prosperity and World Leadership (1950-1960)
Contemporary America (1960-Present)

1.2 Students will explain why the "Frontier" is unique in each time period and why it is in a continual state of change.

2.0 Native American Culture

2.1 On a map of North America, students will show the location of two out of five major Indian cultural groups: Eastern Woodlands, Plains, Dry Southwest, Northwest, and Arctic.

2.2 By reading a paragraph describing a geographic region within the boundaries of the contemporary United States, students will examine the effect of environment on Indian culture by selecting the probable life style of the Indian groups in that region (food, housing, tools, clothing).

2.3 Students will analyze the "Frontier" of Indian cultures by comparing the economic, political, and social structures of three major Native American cultural groups.

3.0 Building a New Society: Colonial America

3.1 Students will identify on a map of North America the areas claimed by the Spanish, French, and British in 1756.

3.2 Students will demonstrate knowledge of the permanence of British colonies in North America by identifying religious freedom and economic opportunity as reasons for settling in the New World.

3.3 Students will illustrate the statement that Colonial America was "a society always becoming, never finished" by identifying one political, one economic, and one social change introduced in British Colonial America.

3.4 Students will match the responses of the colonists to British actions in three different cases which, after 1756, resulted in increased friction and eventual war.

3.5 Students will examine the "Frontier" in 1775 on the eve of the revolt by contrasting pre-colonial Indian cultures to colonial America politically, economically, and socially.

4.0 Founding A New Society, 1776-1800

4.1 Students will analyze the significance of the independence movement by:

(1) identifying the concept of social contract as the basis for declaring independence;

(2) matching three complaints cited in the Declaration of Independence with specific actions or events occurring prior to 1775; and

(3) discussing the ways in which the American Revolution and the Declaration of Independence were only "the beginning of the extension of democracy."

4.2 Students will contrast the effectiveness of the Articles of Confederation and the Constitution in meeting the demands for establishing a more democratic, stable society as opposed to conditions in colonial and revolutionary America.

4.3 Students will name three social and three political changes during this time period that resulted in an extension of democracy.

4.4 Students will discuss Washington's "Farewell Address" by:

(1) identifying his two main recommendations; and

(2) explaining the reasons for Washington's positions.

4.5 Students will examine the "Frontier" in 1800 by:

(1) describing the contemporary political system;

(2) identifying the political, economic, and social changes that were uniquely American; and

(3) contrasting the "Frontier" in 1800 with that of 1775.

5.0 Spirit of Nationalism and Sectionalism: 1800-1836

5.1 Students will identify the wars in which the United States was involved between 1790 and 1815 as examples of evolving American nationalism.

5.2 Students will analyze the Monroe Doctrine as a statement of American foreign policy by comparing it to the foreign policy advice of Washington in his "Farewell Address."

5.3 Students will demonstrate comprehension of the rise of sectionalism by:

(1) defining sectionalism;

(2) identifying each area of the nation with its respective sectional interests; and

(3) contrasting the issues of states' rights to nationalistic interests.

5.4 Students will discuss the ways in which the following were extensions of democracy: election of 1828, spoils system, National Bank issue, nominating conventions, and party platforms.

5.5 Students will contrast the "Frontier" of American society in 1836 to that of 1800, politically, economically, socially, and geographically.

6.0 Development of an American Culture: 1820-1850

6.1 Students will explain the changes in American society and the emergence of a distinctively American culture during this time period by selecting an excerpt that reflects the scope of this transformation in terms of: literary accomplishments, social reforms, religious movements, economic and commercial changes, social mobility, removal of the Indians, and expansion of political boundaries.

*6.2 Given a description of a literary or social reform movement of the period, students will identify the particular movement as being represented from the following: civil disobedience, romanticism, women's suffrage, public education, mental health, and abolitionism.

6.3 Students will demonstrate knowledge of the beginning of American music, art, and science by identifying:

(1) James Audubon, Stephen Foster, and Winslow Homer;

(2) folk music and folk art as reflecting the experiences of those involved in building America; and

(3) the unique contributions of the black spirituals and call response songs of the slaves.

*6.4 From a chart or graph of economic indicators, students will identify the direction of the economic activity during the nineteenth century.

6.5 Students will analyze the reasons for the growth of social mobility in the West and North in contrast to increased stratification of Southern society.

6.6 Students will consider the policy of the federal government in dealing with Native Americans during this time period by:

*(1) identifying the treatment of Indian tribes in the South;

(2) explaining the reasons for this new policy; and

(3) examining the results of this new policy.

*6.7 Given a map of North America, students will identify the territories over which the United States gained sovereignty during the 1840's.

6.8 Students will contrast the "Frontier" in 1850 to that of 1830, culturally, socially, economically, and geographically.

7.0 The Nation at Odds: 1850-1877

7.1 Students will examine the domestic conflict threatening American society by:

(1) describing the increasing sectional conflict;

(2) identifying this conflict as being unresolved by political processes; and

(3) evaluating the outcome of this conflict.

*7.2 Students will demonstrate knowledge of the admission of states to the Union, fugitive slaves, and the Dred Scott decisions as causes of increasing sectional friction.

7.3 Students will examine the ineffectiveness of the political system in resolving sectional differences by:

*(1) identifying the major provisions of the Compromise of 1850 and the Kansas-Nebraska Act;

*(2) selecting the provisions of the Compromise of 1850 or the Kansas-Nebraska Act that were intended to appease the South and those that were intended to appease the North;

(3) considering the nature of compromise as evidenced in the Compromise of 1850 and the Kansas-Nebraska Act; and

(4) discussing the unresolved sectional issues despite political compromises.

7.4 Students will identify "Bleeding Kansas" and John Brown's Raid as examples of events which led to mounting tension resulting in the eventual breakdown of the political system.

*7.5 Given two maps of the United States showing the results of the elections of 1840 and 1860, students will identify the gains and losses made by each political party.

*7.6 From a chart listing population size, commercial activity, and economic wealth for each region of the country in 1860, students will demonstrate knowledge of sectional differences by matching one of the sections to the data pertaining to that section.

*7.7 Students will identify the secession of the Southern states as the result of the controversy over states' rights versus national interests.

7.8 Given a map of the Confederate States of America showing battle sites and troop maneuvers, students will consider the significance of a specified battle by:

(1) analyzing the military strategy used in relationship to the geographic setting; and

(2) evaluating the long-range effect of this battle on the course of the war.

7.9 Students will evaluate the attempts at rebuilding the South by:

(1) contrasting the approach of the Lincoln-Johnson plan to the approach of the Radical Republican plan; and

(2) assessing the impact of Reconstruction on Southern society.

7.10 Students will compare the position of blacks before the war to their position during and after Reconstruction.

*7.11 By interpreting a political cartoon on Reconstruction, students will determine the issue in question, the positions taken by each side, or the viewpoint of the cartoonist.

7.12 Students will compare the "Frontier" in 1876 to that of 1850, politically, economically, and socially.

8.0 The Gilded Age: From Agrarianism to Industrialism, 1865-1910

8.1 Students will examine the transformation of American society from a rural, agricultural culture to an urban, industrial culture by studying the significance of:

(1) changes in population size and composition;

(2) increase in the number and size of American cities;

(3) development of a national economy;

(4) the closing of the geographic (physical) frontier;

(5) the impact of technology on lifestyles;

(6) changing opportunities for individuals; and

(7) the changing role of government in economic affairs.

*8.2 Students will consider the changes in American society that contributed to the rise of a national economy by identifying an explanation of the relationship between the development of national markets and each of the following:

(1) the technological changes or innovations of this time period, such as the railroad, telephone, Bessemer process, vacuum food preservation, and automobiles;

(2) the advances in production and retailing including mass production, the assembly line, department stores, and advertising; and

(3) the rise of big business especially in terms of corporate organizational innovations such as holding companies and trusts.

8.3 Students will investigate the widespread graft and corruption in government by:

(1) examining the reasons for this corruption;

(2) discussing the part the spoils system played in contributing to corruption; and

*(3) identifying the purpose of civil service reform.

*8.4 Students will demonstrate knowledge of the rise of the national labor movement by identifying:

(1) the rise of the national labor movement as paralleling the rise of big business;

(2) the reasons for opposition to organized labor; and

(3) the reasons for violence in the union movement.

8.5 Students will identify statements that illustrate the effects of technological changes, inventions, and/or organizational innovations on:

(1) the rise of big business;

(2) increased urbanization; and

(3) changing career opportunities.

8.6 Students will consider the significance of the closing of the physical frontier by:

*(1) identifying the part technological advances played in opening up the Great Plains to settlement;

*(2) identifying that the direction of opportunities for individual advancement changed after the closing of the physical frontier;

(3) discussing the effects on eastern cities;

(4) identifying reasons for the violence between Native Americans and settlers; and

(5) evaluating the policy of the federal government in regard to the defeated Indian tribes.

*8.7 By referring to a chart or graph on prices for farm commodities in the last quarter of the nineteenth century, students will compare the financial position of farmers at the end of the Civil War to their financial position in the 1890's.

*8.8 Students will differentiate among statements that support or oppose government intervention in the laissez-faire economy of the late nineteenth century.

*8.9 From a graph or chart on immigration in the late nineteenth and early twentieth centuries, students will identify the changes in the ethnic background of immigrants or changes in the numbers of immigrants.

8.10 Students will consider the effects of immigration on American society by:

(1) analyzing the additional problems presented by the new wave of immigrants;

(2) discussing the contributions made by immigrants to the development of a national economy; and

(3) evaluating the impact of immigration on cities.

8.11 Students will compare the "Frontier" in 1910 to that of 1870 economically, socially, politically, and geographically.

9.0 Progressivism: A New Era, 1900-1919

9.1 By studying the Progressive Era, students will analyze the nature of reform as evident in:

(1) the goal of improving the system rather than replacing it;

(2) gains made in the extension of democracy;

(3) the changing role of government in improving the quality of life; and

(4) significant, lasting reforms instituted during this time period.

*9.2 Given a paragraph describing a social or economic problem during this time period, students will select a solution that reflects an attempt to reform the system.

*9.3 Students will demonstrate knowledge of the extension of democracy by matching reforms in local, state, and national governments with a specific problem each reform attempted to remedy.

9.4 Students will evaluate the change in the role government played in improving the quality of life by:

(1) categorizing the effects of legislation and government actions as political, economic, or social;

(2) analyzing the role of government as an instrument for social change; and

*(3) contrasting the role of government in the Progressive Era to the role played by government in the mid-nineteenth century reform movement (see objectives 6.1 and 6.2).

9.5 Students will compare the "Frontier" in 1919 to that of 1900, socially, politically, and economically.

10.0 Turning Outward: Imperialism and World War I, 1890-1920

10.1 Students will consider the emergence of the United States in world affairs by examining:

(1) the domestic state of readiness;

(2) factors that contributed to the United States' involvement abroad;

(3) reasons for interest in specified areas;

(4) conflict of opinions on issues of the United States' foreign involvement;

(5) economic and social changes as a result of World War I; and

(6) the revival of the policy of isolation.

*10.2 Students will demonstrate knowledge of multiple causation by identifying three factors that are widely accepted by historians as reasons for the United States' imperialism.

*10.3 Given a map of the Pacific Realm and the Western Hemisphere, students will identify:

(1) specific places which became United States' territories;

(2) the major area in which the United States intervened most directly in the internal affairs of other nations; and

(3) countries of the Far East in which the United States greatly expanded active trading.

10.4 By analyzing three specific examples of United States' intervention, students will evaluate United States' foreign policy toward Latin America.

*10.5 Given a chart or graph showing the economic output of the major industrial powers in the early twentieth century, students will compare the position of the United States to that of the major European nations.

*10.6 Students will analyze statements of propaganda in World War I by:

(1) identifying statements that were designed to arouse emotions; and

(2) distinguishing among statements that opposed United States' entrance into World War I, that favored United States' entrance on the Allied side, or that favored entrance on the side of the Central Powers.

*10.7 By interpreting a political cartoon on the United States and World War I, students will determine the issue in question, the positions taken by each side, or the viewpoint of the cartoonist.

*10.8 Given a map depicting Europe in 1914, students will identify the Allied and Central Powers.

10.9 Students will study the social and economic changes in the United States as a result of World War I in terms of industrial and agricultural output, and job opportunities for blacks and women.

*10.10 Students will match statements of leading political figures involved in the issue of ratification of the Treaty of Versailles with the following positions: full acceptance of the Treaty, rejection of the Treaty, or favoring ratification, with amendments.

10.11 Students will compare the "Frontier" in 1920 to that of 1890, politically, economically, and socially.

11.0 Turning Inward: Isolation, Mass Culture and Depression, 1919-1939

11.1 Students will examine the significant changes in American society between the two world wars by studying:

(1) the problems encountered in demobilizing the economy;

(2) the desire to "return to normalcy";

(3) changing social attitudes and their effect on American lifestyles;

(4) the prosperity of the 1920's and the effects of the Second Industrial Revolution;

(5) the collapsing economy of the Depression years; and

(6) the changing role of government in the nation's economic affairs.

*11.2 Students will identify the effects demobilization had on the economy in the areas of unemployment, agriculture, and inflation.

11.3 Students will identify the Red Scare, restrictions on immigration, resurgence of the Ku Klux Klan, and the Sacco and Vanzetti case as attempts to "return to normalcy".

*11.4 Given statements regarding social trends in four different time periods in American history, students will select the choice that describes the 1920's in terms of types of employment, the role of women and minorities, the level of technology in consumer goods, tastes in literature, art and music, or the rise of mass culture.

*11.5 Given tables of economic trends in the 1920's, students will draw conclusions regarding causes of the Great Depression.

*11.6 From graphs showing rates of employment, industrial output, retail sales, and agricultural prices, students will compare the American economy of the 1920's to that of the 1930's.

*11.7 Given statements regarding solutions to the economic problems of the 1930's, students will select a statement that reflects the approach of the New Dealers.

11.8 Students will compare the role of the government in the economy in the 1920's to that in the mid-1930's.

11.9 Students will compare the "Frontier" in 1939 to that of 1919 socially, economically, and politically.

12.0 From Isolationism to Internationalism, 1919-1954

12.1 Students will consider the change in American foreign policy by studying:

(1) the isolationist policy after World War I;

(2) the revised relationship with Latin America;

(3) position of neutrality during the 1930's;

(4) causes of American entrance into World War II;

(5) the effects of war on the American economy;

(6) the problems posed by a two-theater war;

(7) the bi-polarization of the world politically and the onset of the Cold War;

(8) the effects of demobilization;

(9) social impact of war on the position of women, opportunities for advancement, and civil rights;

(10) domestic reaction to the strengthened position of the USSR; and

(11) the policy of containment.

*12.2 Students will contrast attitudes toward foreign policy in the two post-war periods by distinguishing between opinion statements that reflect the sentiments of isolationism after World War I and internationalism after World War II.

*12.3 Given a choice of American actions in dealing with Latin America, students will select the course that most likely would be pursued under the Good Neighbor Policy.

*12.4 Students will analyze the United States' position of neutrality by:

(1) identifying provisions of the neutrality legislation that attempted to address the causes of American entrance into World War I; and

(2) illustrating the gradual abandonment of neutrality by selecting provisions in the pre-war legislation that favored the Allies.

*12.5 By distinguishing between long-range and immediate causes, students will demonstrate knowledge of the reasons for United States entrance into World War II.

*12.6 Students will demonstrate knowledge of the problems incurred when mobilizing the country for war by selecting a slogan or poster used during World War II to promote the war effort.

12.7 Students will investigate the problems posed in conducting a two-theatre war by:

*(1) identifying the Axis and Allied powers on a world map;

(2) contrasting the strategies and obstacles in the Pacific war with those in Europe; and

(3) examining the American decision to use the atomic bomb.

12.8 Students will study the division of the world into two political blocs after World War II and the onset of the Cold War by identifying:

(1) the major provisions of the wartime conferences that aided in dividing the world into two political camps;

(2) on a map of Europe, the area that came under Soviet control and the countries that aligned themselves with the West; and

(3) on a world map, the areas that came under the political control of the USSR and other "communist" powers.

12.9 Students will select statements that contrast the demobilization after World War II to that after World War I in terms of government policy in converting to peacetime production, taxation, inflation, unemployment, and labor relations.

*12.10 Given a description of an international crisis involving Soviet or Chinese aggression between 1946 and 1954, students will select the probable United States' reaction that would reflect the containment policy.

12.11 Students will compare the "Red Scare" and McCarthyism to the desire to "return to normalcy" and the "Red Scare" after World War I in terms of causes, public reaction, and government action.

12.12 Students will assess the impact of the war on American society in terms of the role of women, civil rights, and career advancement.

12.13 Students will compare the "Frontier" in 1919 to that of 1954 politically, diplomatically, economically, and socially.

13.0 Prosperity and World Leadership, 1950-1960

13.1 Students will study the development of American society in the 1950's by considering:

(1) the effects of increasing prosperity;

(2) the growth of the civil rights movement;

(3) the explosion of mass culture;

(4) American military and political dominance; and

(5) the domestic and international challenges to American society.

*13.2 From a graph showing the Gross National Product between the end of World War II and 1960, students will draw conclusions regarding the growth of the American economy.

*13.3 Students will demonstrate knowledge of the effects of increasing prosperity on:

(1) changing career opportunities by drawing conclusions from a chart or graph showing the number of workers in major fields of employment from 1900 to 1960;

(2) the changing role of women in the labor force by drawing conclusions from a chart or graph of women in the labor force between 1945 and 1960;

(3) the standard of living by identifying that the consumption of goods and services increased as levels of technology rose;

(4) leisure time by identifying descriptions of types of recreation that became widespread; and

(5) the explosion of mass culture by identifying the role played by sophisticated media.

*13.4 Students will demonstrate knowledge of the civil rights movement by categorizing the following as actions taken by the federal judiciary, the federal legislative branch, the executive branch, or private citizens.

*13.5 Given descriptions of actions on the part of the Union of the Soviet Socialist Republics or the People's Republic of China, students will identify:

(1) one case in which the United States responded by using the policy of "brinkmanship"; and

(2) one situation in which the United States applied the "domino theory".

13.6 Students will examine the challenges to the culture and prosperity of the 1950's by analyzing Supreme Court decisions, the recession of the late 1950's, corruption in labor unions, and the Eisenhower Administration.

13.7 Students will compare the "Frontier" in 1960 to that of 1950 economically, socially, and politically.

14.0 Contemporary America, 1960-Present

14.1 Students will analyze the impact of the following on contemporary American society:

(1) involvement in foreign affairs;

(2) role of government as an agent for social change;

(3) influence of the mass media;

(4) periodic citizen disruptions;

(5) power and image of the presidency;

(6) changing state of the economy;

(7) increasing level of technology;

(8) changing role of the individual; and

(9) wide-spread social problems.

14.2 Students will examine American foreign policy by:

(1) reviewing American foreign policy from World War II to 1960;

(2) identifying particular incidents between 1960 and the present as either contributing to the furtherance of the Cold War or détente;

(3) discussing the changes in United States' foreign policy as a result of the rise of the Third World bloc.

14.3 Students will evaluate the part of the federal government has played in social change by:

(1) matching specific federal programs with identified social problems;

(2) rating the effectiveness of these programs; and

(3) reviewing the role of government in social legislature in the last two decades.

14.4 By studying two specific news-making events, students will consider the influence of the media on society in terms of the limitations of freedom of the press, responsibility to the public and public reaction.

14.5 From a case study of a citizen disruption students will:

(1) identify the causes and issues involved in this particular incident;

(2) identify the immediate action taken by government as a result of this incident; and

(3) discuss the effects of this disruption in terms of solutions to the problem, long-term government action and public response.

14.6 By studying one crisis involving the exercise of presidential power, such as Watergate or the invasion of Cambodia, students will:

(1) identify the actions taken by the executive branch;

(2) compare the actions of the executive to the powers granted in the Constitution; and

(3) compare the actions taken by the executive in this case to the handling of a selected crisis in the nineteenth century.

14.7 From tables on economic data in the 1960's to the present, students will draw conclusions about changes in the economy.

14.8 Students will examine the impact of the rising level of technology on life styles in terms of recreation, employment, traditional institutions in American society, crime and threats to the environment.

14.9 Students will discuss the changes faced by individuals as a result of the increasing pace of change, greater demands for expertise, problems arising due to population growth and shifts, the cybernetic revolution, and the increased size and complexity of both government and the economy.

14.10 After investigating two selected contemporary social problems, students will select and defend a possible solution for each of these problems.

14.11 Students will compare the present day "Frontier" to that in 1960 politically, economically and socially.

14.12 Students will make predictions about the course of American society in terms of basic institutions, the role fo the individual, standard of living, changes in attitudes, beliefs and customs, and the impact of science and technology.

15.0 America Revisited; Colonial Times to the Present

*15.1 Given social, economic, political, cultured or geographic descriptions of a "Frontier" in American history, students will identify the time period being depicted from among:

Native American Culture, ca. 1100-1750

Building a New Society: Colonial American, 1600-1775

Founding a New Society, 1776-1800

Spirit of Nationalism and Sectionalism; 1800-1836

Development of an American Culture, ca. 1820-1850

Nation at Odds, 1850-1877

The Gilded Age: From Agrarianism to Industrialism, 1860-1900

Progressionism: A New Era, 1890-1920

Turning Outward: Imperialism and World War I 1890-1920

Turning Inward: Isolation, Mass Culture and Depression, 1919-1939

From Isolationism to Internationalism, 1919-1954

Prosperity and World Leadership, 1950-1960

Contemporary America, 1960 to the Present

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	The "Frontier"	1 day			
2.0	Native American Culture	4 days		Risjord, Norman K. and Haywoode, Terry L., People and Our Country, (New York: Holt, Rinehart and Winston, 1978). pp. 2-10	Boorstin, Daniel J. and Brooks, Mather Kelly, A History of the United States, (Lexington: Ginn and Company, 1981). pp. 1-26.
3.0	Building a New Society	3 days		Risjord, pp. 10-26, 29-97.	Boorstin, pp. 27-68.
4.0	Founding a New Society	5 days		Risjord, pp. 98-191.	Boorstin, pp. 76-92, pp. 93-137.
5.0	Spirit of Nationalism and Sectionalism	4 days		Risjord, pp. 192-237.	Boorstin, pp. 138-203.
6.0	Development of an American Culture	10 days	MLST	Risjord, pp. 238-292	Boorstin, pp. 193-194, 204-250.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	The Nation at Odds	13 days	MLST	Risjord, pp. 293-367.	Boorstin, pp. 251-319.
8.0	The Gilded Age from Agrarianism to Industrialism	20 days	MLST	Risjord, pp. 368-488.	Boorstin, pp. 320-403.
9.0	Progressivism: A New Era	13 days	MLST	Risjord, pp. 490-528	Boorstin, pp. 419-442.
10.0	Turning Outward: Imperialism and World War I	15 days	MLST	Risjord, pp. 529-573	Boorstin, pp. 404-418, 443-467.
11.0	Turning Inward: Isolation, Mass Culture and Depression	21 days	MLST	Risjord, pp. 572-621.	Boorstin, pp. 468-536.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
12.0	From Isolationism to Internationalism	21 days	MLST	Risjord, pp. 622-702.	Boorstin, pp. 537-601, 496-498.
13.0	Prosperity and World Leadership	23 days	MLST	Risjord, pp. 703-747.	Boorstin, pp. 602-641.
14.0	Contemporary America	24 days		Risjord, pp. 748-816.	Boorstin, pp. 642-740.
15.0	America Revisited	3 days	MLST		

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INTRODUCTION
AMERICAN HISTORY, ADVANCED

State Accreditator Number. .	0422
Course Code Number	1906
F.T.E. Category.	1.10
Instructional Level.	Advanced
Report Card Abbreviation . .	Adv Am Hist
Length of Course	Year
Credit	1 social studies credit
Grade Level.	11

Prerequisites

Advanced World History/Teacher recommendation/G.P.A. 3.0

Textbook(s)

Bailey, Thomas and Kennedy, David, The American Pageant (Lexington, Massachusetts: D. C. Heath and Company, 1979).

Bailyn, Gernard, et al, The Great Republic (Lexington, Massachusetts: D. C. Heath and Company, 1977).

Notes to Teachers

Students will master the concepts and skills developed for Advanced American History as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (HLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

AMERICAN HISTORY, ADVANCED

1.0 Colonial Period

- *1.1 European Colonization
  - 1.1.1 Location
  - 1.1.2 Political systems
  - 1.1.3 Motives
  - 1.1.4 Population settlement
  - 1.1.5 Resources
- *1.2 Comparison: British Colonies
  - 1.2.1 Settlement: reasons
  - 1.2.2 Government: types
  - 1.2.3 Geography
- 1.3 Colonial Society
  - 1.3.1 Artists
  - 1.3.2 Architecture
  - 1.3.3 Social Structure
  - 1.3.4 Jonathan Edwards

2.0 American Revolution

- *2.1 Leading Events
  - 2.1.1 French and Indian War
  - 2.1.2 British policies
  - 2.1.3 Interpretations
  - 2.1.4 Colonial opposition
- *2.2 Declaration of Independence
  - 2.2.1 Preceding events
  - 2.2.2 Comparison: Locke, Otis, Jefferson
  - 2.2.3 Divisions
  - 2.2.4 Impact
- 2.3 Revolutionary War: Survey
  - 2.3.1 Objectives
  - 2.3.2 Major theaters
  - 2.3.3 Treaty of Paris
- 2.4 Revolution: Effects
- *2.5 Conservative Aspects

3.0 Confederation/Constitution

- *3.1 Confederation: Characteristics
  - 3.1.1 Factors: unity, disunity
  - 3.1.2 Weaknesses
  - 3.1.3 Achievements
- *3.2 Constitutional Convention
  - 3.2.1 Historical events
  - 3.2.2 Delegates
  - 3.2.3 Areas: agreement
  - 3.2.4 Areas: disagreement
  - 3.2.5 Motives
  - 3.2.6 Ratification
- *3.3 Constitution
  - 3.3.1 Documents
  - 3.3.2 Powers
  - 3.3.3 Legislative practices
  - 3.3.4 Presidential positions
  - 3.3.5 Presidential limits
  - 3.3.6 Electoral College
  - 3.3.7 Judiciary
  - 3.3.8 Bill of Rights: 20th century examples

4.0 Early Republic: 1789-1824

- 4.1 George Washington: Administration
  - 4.1.1 Bill of Rights: passage
  - 4.1.2 Northwest Ordinance
  - 4.1.3 Cabinet
  - 4.1.4 Financial program
- *4.2 Hamilton vs Jefferson
- 4.3 Two Party System
- 4.4 Washington: Foreign Policy
- *4.5 Washington: Farewell Address
- *4.6 John Adams: Administration
  - 4.6.1 Election: 1796
  - 4.6.2 France: relationship
  - 4.6.3 States' Rights
  - 4.6.4 Federalist: downfall
- 4.7 Jefferson Period
  - 4.7.1 Jefferson: characteristics
  - *4.7.2 Reforms: domestic programs
  - *4.7.3 Foreign affairs

* Indicates Minimum Level Skills

AMERICAN HISTORY, ADVANCED

- 4.8 War 1812
  - *4.8.1 Causes
  - 4.8.2 Military events
  - *4.8.3 Impact
- *4.9 Nationalism
  - 4.9.1 Economic legislation
  - 4.9.2 Supreme court decisions
  - 4.9.3 Foreign policy decisions
  - 4.9.4 Art/Literature

5.0 Jacksonian Democracy

- 5.1 Political Disputes: 1824-1828
  - 5.1.1 Election: 1824
  - 5.1.2 Two party system
  - 5.1.3 Administration: J. Q. Adams
  - 5.1.4 Campaign: 1828
- 5.2 Andrew Jackson: Major Events
  - 5.2.1 Revolutionary War
  - 5.2.2 Tennessee frontier
  - 5.2.3 Indian campaigns
  - 5.2.4 War of 1812
  - 5.2.5 Rachael Robards
- *5.3 Democratization
  - 5.3.1 Jeffersonian vs Jacksonian
  - 5.3.2 Western influence
  - 5.3.3 Political changes
- *5.4 Jackson: Controversies
- *5.5 Reform Movement
  - 5.5.1 Basis
  - 5.5.2 Women
  - 5.5.3 Mentally ill
  - 5.5.4 International peace
  - 5.5.5 Temperance
  - 5.5.6 Education
  - 5.5.7 Abolitionists

6.0 Sectionalism: Rise

- *6.1 Northern Industrial Growth
  - 6.1.1 Factory system
  - 6.1.2 Resource bases
  - 6.1.3 Corporate business
  - 6.1.4 Labor movement
  - 6.1.5 Transportation/Communication
- *6.2 Southern Agriculture
  - 6.2.1 Staple crops: map
  - 6.2.2 Plantation system
  - 6.2.3 Cotton gin
  - 6.2.4 Social classes
  - 6.2.5 Labor system
  - 6.2.6 Slave system: comparison
- *6.3 Westward Movement
  - 6.3.1 Manifest Destiny
  - 6.3.2 Encouraging elements
  - 6.3.3 British/American conflict
  - 6.3.4 Texas acquisition
  - 6.3.5 Mexican War: cause
  - 6.3.6 Mexican War: campaigns, results
  - 6.3.7 Gadsden Purchase
  - 6.3.8 Polk/Tyler
  - 6.3.9 Lifestyle: settlers

7.0 Civil War

- *7.1 War: Relationship
  - 7.1.1 Missouri Compromise
  - 7.1.2 South Carolina Exposition
  - 7.1.3 Texas Annexation
  - 7.1.4 Mexican War
  - 7.1.5 Compromise: 1850
  - 7.1.6 Uncle Tom's Cabin
  - 7.1.7 Kansas/Nebraska Act
  - 7.1.8 Dred Scott decision
  - 7.1.9 John Brown's raid
  - 7.1.10 Election: 1860
- *7.2 Lincoln/Douglas Debates
- 7.3 Lincoln: Master Strategist
- 7.4 Civil War: Interpretations
- 7.5 Whig/Republican Party
- 7.6 Military Aspects
  - 7.6.1 Comparison: strengths, weaknesses
  - 7.6.2 Comparison: men, money

AMERICAN HISTORY, ADVANCED

    - 7.6.3 Strategy
    - 7.6.4 Major theaters
    - 7.6.5 Sherman/Grant/Lee
  - 7.7 Lincoln: Foreign Policy
  - *7.8 Slavery: Impact
    - 7.8.1 Goals: Lincoln
    - 7.8.2 Emancipation Proclamation
    - 7.8.3 Important amendments

- 8.0 Reconstruction

  - *8.1 Programs: Comparison
  - 8.2 Congressional Supremacy
    - 8.2.1 Federal judiciary
    - 8.2.2 Presidency
  - 8.3 Punitive Measures
  - 8.4 Carpetbaggers/Scalawags/Blacks
  - *8.5 Control Factors: Southern Whites
    - 8.5.1 Increased voters
    - 8.5.2 Secret societies
    - 8.5.3 Waning Northern interest
    - 8.5.4 Compromise of 1877
  - *8.6 Results: Civil War/Reconstruction
    - 8.6.1 Presidency
    - 8.6.2 Federal government
    - 8.6.3 South
  - *8.7 Blacks: Civil War/Reconstruction
    - 8.7.1 Constitutional guarantees
    - 8.7.2 Discrimination: examples
    - 8.7.3 Educational contributions: Freedman's Bureau, philanthropic groups
  - 8.8 Race Relations
    - 8.8.1 Alternatives
    - 8.8.2 Washington/DuBois
    - 8.8.3 NAACP
    - 8.8.4 Racism

- 9.0 Politics/Culture: 1870-1900

  - 9.1 Government Weaknesses
    - 9.1.1 Leadership
    - 9.1.2 Party control: congress
    - 9.1.3 Consensus
    - 9.1.4 State/Local politics
    - 9.1.5 Funding
  - *9.2 Politics/Business
    - 9.2.1 Regulation
    - 9.2.2 Money/Banking
    - 9.2.3 Tariffs
  - 9.3 Political Corruption
  - *9.4 Politics/Economics
  - 9.5 Art/Architecture
    - 9.5.1 Styles
    - 9.5.2 Artists
    - 9.5.3 Gothic/Victorian
    - 9.5.4 Architects
  - 9.6 Literary Movement
    - 9.6.1 Harris/Twain/Harte
    - 9.6.2 Protest literature
    - 9.6.3 Trends

- 10.0 Industry: Rise

  - *10.1 Statistics: Graph
  - *10.2 Industrial Growth: Reasons
    - 10.2.1 Leadership
    - 10.2.2 Natural resources
    - 10.2.3 Government policies
    - 10.2.4 Human resources
    - 10.2.5 Power sources
    - 10.2.6 Inventors
    - 10.2.7 Transportation/Communication
    - 10.2.8 Capital resources
  - *10.3 Industrial Growth: Results
    - 10.3.1 Products/Services
    - 10.3.2 Standard of living
    - 10.3.3 Fortunes
    - 10.3.4 Cities
    - 10.3.5 Imperialism
    - 10.3.6 Business combinations

AMERICAN HISTORY, ADVANCED

*10.4 Interstate Commerce/Sherman Anti-Trust Acts
10.5 Unionization
10.6 Attitudes: Unions
*10.7 Labor Union Movement
10.8 Immigration
10.9 Immigrant: United States
  10.9.1 Life style: comparison
  *10.9.2 Impact
  *10.9.3 Reaction

11.0 West: 1860-1900

*11.1 Frederick Jackson Turner
11.2 Plains: Characteristics
*11.3 Railroads
11.4 Western Indians
  11.4.1 Tribes
  11.4.2 Indian wars
  11.4.3 Dawes Act/Wheeler-Howard Act
11.5 Cattle Kingdom
11.6 Mining Frontier
11.7 Farmer's Frontier
  11.7.1 Motives
  *11.7.2 Agricultural Revolution
  11.7.3 Plains life
  *11.7.4 Agrarian crusade
  *11.7.5 Election: 1896

12.0 Progressive Era

12.1 Progressive Strength: Sources
*12.2 Impact
  12.2.1 Political reforms
  12.2.2 Economic reforms
  12.2.3 Social reforms
*12.3 Theodore Roosevelt
  12.3.1 Trustbuster
  12.3.2 Commerce/Labor
  12.3.3 Protection/Regulation
  12.3.4 Conservation
12.4 Taft/Progressive Leaders
12.5 Election: 1912
*12.6 Woodrow Wilson
  12.6.1 Underwood Simmons Tariff
  12.6.2 Federal Reserve system
  12.6.3 Clayton Act

13.0 United States: World Power

*13.1 Expansionism/Isolationism
  13.1.1 Comparison
  13.1.2 Economic/Political reasons
13.2 Presidents: Harrison/Cleveland/McKinley
13.3 Pacific Expansion
  13.3.1 Hawaii
  13.3.2 Samoa
  13.3.3 Guam/Philippines
*13.4 Spanish American War
*13.5 Roosevelt/Taft/Wilson
  13.5.1 Americas
  13.5.2 Far East
  13.5.3 Europe
*13.6 World War I
  13.6.1 Neutrality
  13.6.2 Involvement: causes
  13.6.3 Leaders: allied, central
  13.6.4 Contribution
  13.6.5 Mobilization
  13.6.6 Homefront
  13.6.7 Fourteen points
  13.6.8 Treaty of Versailles
  13.6.9 League of Nations

14.0 1920's/1930's: Transition/New Deal
*14.1 Foreign Policy
  14.1.1 League of Nations
  14.1.2 Washington conference
  14.1.3 World court
  14.1.4 Kellogg-Briand Pact
  14.1.5 Latin America

AMERICAN HISTORY, ADVANCED

- 14.2 Jazz Age
  - *14.2.1 Intolerance
  - 14.2.2 Authors
  - 14.2.3 Musicians
  - 14.2.4 Prohibition: crime
  - 14.2.5 Heroes
  - 14.2.6 Radio
  - 14.2.7 Films
  - *14.2.8 Automobile
- *14.3 Economy: Investment Rate
- 14.4 "Return to Normalcy"
  - *14.4.1 Republican: issues
  - *14.4.2 Immigration: restriction
  - *14.4.3 Esch-Cummins Act/ Merchant Marine Act
  - *14.4.4 Teapot Dome
  - 14.4.5 Smith/Hoover
- *14.5 Depression: Causes
  - 14.5.1 World War I: economy
  - 14.5.2 Agriculture
  - 14.5.3 GNP: earnings, population
  - 14.5.4 Stock market
  - 14.5.5 Government policies
  - 14.5.6 Effects
- 14.6 Social Impact
  - 14.6.1 Marriages/Births/ Suicides
  - 14.6.2 City/Rural areas
- *14.7 Hoover's Response
  - 14.7.1 "Rugged individualism"
  - 14.7.2 Agricultural stabilization
  - 14.7.3 Hawley-Smoot Tariff
  - 14.7.4 R.F.C.
  - 14.7.5 Direct relief
- *14.8 Roosevelt's Response
  - 14.8.1 Confidence
  - 14.8.2 Brain Trust
  - 14.8.3 Relief effort
  - 14.8.4 Recovery
  - 14.8.5 Reform

15.0 Foreign Affairs: World War II/ Vietnam

- *15.1 World War II: Leaders
- *15.2 World War II: Causes
  - 15.2.1 Axis aggression
  - 15.2.2 Axis Nationalism
  - 15.2.3 Escalation
  - 15.2.4 Appeasement attempts
  - 15.2.5 Collective security
- *15.3 Neutrality/Involvement
  - 15.3.1 Provisions
  - 15.3.2 Embargo
  - 15.3.3 Pearl Harbor
  - 15.3.4 Economic mobilization
  - 15.3.5 Financing
  - 15.3.6 Japanese-American relocation
- 15.4 Allied Strategy
- 15.5 Germany: Defeat
- 15.6 Japan: Defeat
- 15.7 United Nations
  - 15.7.1 Origin
  - 15.7.2 Purposes
- *15.8 Cold War Diplomacy
- *15.9 Foreign Aid Programs
  - 15.9.1 Truman Doctrine
  - 15.9.2 Marshall Plan
  - 15.9.3 Point Four Program
  - 15.9.4 Eisenhower Doctrine
- *15.10 Military Alliances
- *15.11 Communists: Conflicts
  - 15.11.1 Berlin
  - 15.11.2 Korea
  - 15.11.3 Vietnam
- 15.12 Cuba

16.0 Politics/Economy: 1945-1960

- *16.1 Post war economy
- 16.2 Technological changes
- 16.3 Industrial growth
- *16.4 Labor movement
  - 16.4.1 Strikes
  - 16.4.2 Taft-Hartley Act
  - 16.4.3 AFL-CIO
  - 16.4.4 Major gains
  - 16.4.5 Problems
- 16.5 Mixed Economy

AMERICAN HISTORY, ADVANCED

- 16.6 Truman Years
  - 16.6.1 Background
  - 16.6.2 Demobilization
  - 16.6.3 Congressional struggles
  - 16.6.4 Election: 1948
  - *16.6.5 Fair Deal
  - *16.6.6 "McCarthyism"
- 16.7 Eisenhower Years
  - 16.7.1 Background
  - 16.7.2 "McCarthyism": decline
  - *16.7.3 Conservatism
  - *16.7.4 New Deal programs: maintenance
  - *16.7.5 New Deal programs: expansion
- 16.8 Kennedy/Johnson Years
  - 16.8.1 Kennedy: background
  - 16.8.2 Election: 1960
  - 16.8.3 New Frontier: programs
  - 16.8.4 Kennedy: assassination
  - *16.8.5 Great Society: programs

17.0 Social/Cultural Trends: 1945-1960's

- 17.1 Trends
  - 17.1.1 Cities/Suburbs
  - 17.1.2 Family life
  - 17.1.3 Crime
- 17.2 Literature
  - 17.2.1 Writers
  - 17.2.2 Playwrights
- 17.3 Films/Television
- 17.4 Education

18.0 Civil Rights: 1945-1970's

- 18.1 Blacks
- 18.2 Presidential Leadership
- 18.3 Supreme Court Cases
- 18.4 Congressional Acts

PERFORMANCE OBJECTIVES
AMERICAN HISTORY, ADVANCED

The Advanced American History is designed to provide students with analytic skills and factual knowledge. During the course the students are to assess historical materials, weigh evidence, and analyze interpretations. Such skills and knowledge should prepare students for the Advanced Placement Examination given annually in May.

The approach which follows is a chronological survey of American history from the colonial period through the 1960's using several textbooks and supplementary readings. Attention is given to political history, foreign affairs, and economic development. Some attention is given to literary and cultural history. Where it is considered more important, a thematic approach is taken.

Performance Objectives

1.0 Colonial Period

*1.1 Students will explain the success of the British colonies in the Americas as compared to the French and Spanish colonies by the following methods:

(1) locating the British, French, and Spanish colonial areas on a map;

(2) comparing the colonial political systems;

(3) listing the motives for their colonization;

(4) identifying the types of people migrating to British, French, and Spanish colonies;

(5) identifying available resources.

*1.2 Students will discuss similarities in and differences between the New England, Middle and Southern colonies in the following ways:

(1) contrasting reasons for their creation including economic, religious, and political;

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* Indicates Minimum Level Skills

(2) identifying the differences in their types of government in the following categories (self-governing, proprietary, royal, townmeeting, county system); and

(3) analyzing the geography of each region.

1.3 Students will investigate colonial society by:

(1) identifying the paintings of John Singleton Copley, John Trumball, and Charles W. Peale;

(2) identifying the following architectural styles: saltbox, gabled roof, gambrel roof, and Georgian mansion;

(3) describing the position of persons on the social pyramid: slaves, indentured servants, tradesmen, yeoman farmers, professionals, and aristocrats; and

(4) examining the role of Jonathan Edwards in the Great Awakening.

2.0 American Revolution

*2.1 Students will analyze events leading to the American Revolution by:

(1) considering the significance of the French and Indian War;

(2) discussing the changing British policy for colonial American between 1763 and 1776;

(3) describing colonial opposition to the British: smuggling, boycotts, Boston Massacre, Committees of Correspondence, Boston Tea Party; and

(4) comparing the historical interpretations of selected theories about the causes of the American Revolutionary War (struggle for freedom, economic determinism, British imperialism, instigation of propagandists).

*2.2 Students will evaluate the Declaration of Independence by the following ways:

(1) summarizing the events leading to its writing;

(2) comparing the ideas of John Locke, James Otis, and Thomas Jefferson;

(3) explaining the various parts including the preamble, philosophy of government, and grievances; and

(4) assessing the short and long range impact of the document.

2.3 Students will survey the American Revolution in these areas:

(1) listing British and American war objectives;

(2) analyzing the major theaters of the war in the North, Old Northwest, and South; and

(3) describing the results of the Treaty of Paris, 1783.

2.4 Students will list the effects of the American revolution on the United States, Europe, and colonial areas worldwide.

*2.5 Students will describe the conservative nature of the revolution including political, economical, and social aspects.

3.0 Confederation and the Constitution

*3.1 Students will characterize the Confederation Period by discussing:

(1) factors encouraging and discouraging unity;

(2) weaknesses under the Articles of Confederation; and

(3) achievements under the Articles of Confederation.

*3.2 Students will summarize the Constitutional Convention of 1787 by:

(1) identifying the events leading to the convention;

(2) characterizing the leaders and delegates;

(3) listing the areas of agreement;

(4) charting the areas of disagreement and resulting compromises;

(5) considering the motives of the Founding Fathers; and

(6) interpreting the arguments of the Federalist and Anti-Federalist in ratification conventions.

*3.3 Students will analyze the Constitution by:

(1) considering both foreign and domestic documents that influenced the Constitution;

(2) charting the division of powers within the federal system;

(3) defining the legislative practices of the committee system, lobbying, logrolling, and gerrymandering;

(4) categorizing the constitutional and non-constitutional positions of the President;

(5) considering the limits placed on the presidents;

(6) examining the nominating procedure and the electoral college system;

(7) outlining the organization and jurisdiction of the federal judiciary; and

(8) examining the interpretations of the Bill of Rights using twentieth century Supreme Court cases.

4.0 The Early Republic, 1789-1824

4.1 Students will summarize the initial steps taken by Washington's administration, including the following:

(1) the passage of the Bill of Rights;

(2) the re-enactment of the Northwest Ordinance;

(3) the selection of the first cabinet; and

(4) the enforcement of the Hamiltonian financial program.

*4.2 Students will contrast the positions of Hamilton and Jefferson politically, economically, and ideologically.

4.3 Students will discuss the rise of the two party system.

4.4 Students will examine Washington's foreign policy toward the French, British, and Spanish.

*4.5 Students will analyze the advice given in Washington's Farewell Address.

*4.6 Students will appraise the impact of John Adams' administration by the following methods:

(1) identifying the problem present in the election of 1796;

(2) evaluating the effectiveness of Adams' relations with France;

(3) discussing the rise of the states' rights doctrine; and

(4) outlining the reasons for the Federalists' downfall.

4.7 Students will evaluate the Jeffersonian period in the following ways:

(1) describing the dichotomous nature of Jefferson as aristocrat-democrat, pacifist-revolutionary, or realist-visionary;

*(2) identifying the reforms made in the Federalist domestic programs; and

*(3) discussing foreign policy objectives including the purchase of Louisiana and the Embargo Act.

4.8 Students will examine the War of 1812 by the following methods:

*(1) identifying the causes as the desire for maritime rights and territorial ambitions;

(2) identifying the major military events in the war; and

*(3) explaining the impact of the war economically, culturally, and politically.

*4.9 Students will describe the growth of nationalism from 1815 to 1824 by showing the relationships between nationalism and:

(1) economic legislation;

(2) Supreme Court decisions;

(3) foreign policy decisions; and

(4) art and literature.

5.0 Jacksonian Democracy

5.1 Students will examine the political disputes between 1824 and 1828 by:

(1) analyzing the presidential election of 1824;

(2) charting the revival of the two party system;

(3) describing the accusations against John Q. Adams' administration; and

(4) summarizing the mudslinging campaign of 1828.

5.2 Students will analyze the significance of the following in forming Jackson's political views:

(1) Revolutionary war;

(2) Tennessee frontier;

(3) Indian campaigns;

(4) War of 1812; and

(5) marriage to Rachel Robards.

*5.3 Students will appraise the democratization of society in the following ways:

(1) comparing the common man's influence in the Jeffersonian era to the Jacksonian era;

(2) identifying the West as a strong force in national politics;

(3) listing the political changes at the state and national levels; and

(4) discussing the economic changes as a result of the decisions on the Bank of the United States and the Charles River Bridge Case.

*5.4 Students will evaluate Jackson's aims and methods in the following controversies: nullification issue, Bank of the United States, and Indian policy.

*5.5 Students will appraise the reform movement in America by:

(1) explaining the basis for reform;

(2) analyzing the push for changes in the status of the American woman;

(3) describing the role of Dorothea Dix in the reforms for the mentally ill;

(4) evaluating the effectiveness of the international peace movement;

(5) outlining the efforts of the temperance movement;

(6) assessing the impact of the education movement; and

(7) summarizing the efforts of abolitionists' crusaders: William L. Garrison, Frederick Douglas, Harriet Tubman, and Nat Turner.

6.0 Rise of Sectionalism

*6.1 Students will discuss industrial growth in the North by:

(1) describing the factory system;

(2) appraising the importance of the growth of the resource base;

(3) describing the movement to the corporate form of business;

(4) evaluating the impact on the American labor movement in the areas of working conditions legislation work systems, legal action programs, growth of nativism groups; and

(5) summarizing the expansion of the transportation and communications system.

*6.2 Students will evaluate the impact of Southern agriculture by:

(1) mapping the areas where the four staple crops were grown;

(2) identifying the definition of plantation system;

(3) analyzing the significance of Whitney's cotton gin;

(4) analyzing the inter-relationships between classes on the social pyramid;

(5) discussing the advantages and disadvantages of the labor system; and

(6) comparing the British-American system of slavery to the Spanish-Portuguese system.

*6.3 Students will appraise the significance of the westward movement in the early nineteenth century by:

(1) defining Manifest Destiny;

(2) examining elements encouraging the movement westward;

(3) describing the conflicts with the British over the Aroostook Valley and the Oregon Territory;

(4) analyzing the manner in which the United States acquired Texas;

(5) showing the relationship between the annexation of Texas and the Mexican War;

(6) summarizing the military campaigns and results of the Mexican war;

(7) explaining the reasons behind the Gadsden Purchase;

(8) interpreting the role of Polk and Tyler in the expansionist movement; and

(9) describing the lifestyle of settlers in: Texas, Oregon, Utah, and California.

7.0 Civil War

*7.1 Students will show the relationship of the following events to the Civil War:

(1) Missouri Compromise 1820;

(2) South Carolina Exposition and Protest;

(3) delay of Texas annexation;

(4) Mexican war;

(5) Compromise 1850;

(6) publication of Uncle Tom's Cabin;

(7) Kansas-Nebraska Act;

(8) Dred Scott Decision;

(9) John Brown's Raid; and

(10) election 1860.

*7.2 Students will summarize the arguments presented in the Lincoln-Douglas debates.

7.3 Students will identify Lincoln as a master strategist by his resolutions of the following problems: slavery in the territories, re-union, and emancipation.

7.4 Students will compare interpretations of the war based on economic, cultural, extremist, and ethical considerations.

7.5 Students will show the relationship between the disintegration of the Whig Party and the growth of the Republican Party.

7.6 Students will survey the military aspects of the war in the following ways:

(1) comparing the strengths and weaknesses of the North and South;

(2) comparing North to South in both the recruitment of men and financing the war;

(3) outlining the strategy of the North and South;

(4) analyzing the major theaters of the war; and

(5) evaluating the roles played by Sherman, Grant, and Lee.

7.7 Students will appraise Lincoln's wartime diplomacy with Great Britain and France.

*7.8 Students will assess the impact of the Civil War on slavery by:

(1) summarizing Lincoln's aim at the outset of war;

(2) examining the reasoning behind the Emancipation Proclamation; and

(3) identifying the purpose of the 13th, 14th, and 15th amendments.

8.0 Reconstruction and Black/White Relations in the Post-War Period

*8.1 Students will appraise the impact of Lincoln's assassination on the conduct of Reconstruction by comparing the Lincoln, Johnson, and Radical Reconstruction programs.

8.2 Students will summarize the Congressional attempts at supremacy by describing the legislative attacks on the federal judiciary and on the presidency.

8.3 Students will distinguish the actions of Reconstruction that were intended to be punitive measures.

8.4 Students will identify the role of the carpetbaggers, scalawags, and blacks in Reconstruction governments.

*8.5 Students will appraise the way in which whites regained control of the South by:

(1) identifying reasons for the increased number of Southern voters;

(2) describing the role of secret societies such as the KKK;

(3) discussing the reasons for waning interest of the North in Southern affairs; and

(4) examining the impact of the election of 1876 and the Compromise of 1877.

*8.6 Students will summarize the long term results of the Civil War and Reconstruction on the:

(1) power of the presidency;

(2) power of the federal government; and

(3) politics, economy, and society of the South.

*8.7 Students will consider the impact of the Civil War and Reconstruction on blacks by:

(1) summarizing the constitutional guarantees of the 13th, 14th, and 15th amendments;

(2) discussing discriminatory tactics such as: poll taxes, grandfather clauses, literacy tests, white primaries, Jim Crow laws, black codes; and

(3) analyzing the educational contributions of the Freedman's Bureau and philanthropic groups.

8.8 Students will evaluate the state of black-white relations in the post war period by:

(1) summarizing the alternatives proposed by the liberals, conservatives, and radicals on the position of blacks;

(2) contrasting the advice proposed by Booker T. Washington to that of W.E.B. Dubois;

(3) identifying the role played by the NAACP; and

(4) examining the reasons for the South's capitulation to racism.

9.0 Politics and Culture, 1870-1900

9.1 Students will analyze the factors contributing to the weakness of government by the following methods:

(1) summarizing the methods of selecting leadership;

(2) discussing the difficulties of having different parties controlling House and Senate;

(3) examining the impact of a lack of a national consensus in elections;

(4) describing the activities of local and state politics; and

(5) discussing the significance of a lack of revenue and reliable information:

*9.2 Students will show the relationship between the political and business community by analyzing legislation that regulated business, banking, and tariffs.

9.3 Students will summarize the extent of government corruption during Grant's administration.

*9.4 Students will identify the major political and economic changes during the administrations of Hayes, Garfield and Arthur, Cleveland, Harrison, and McKinley.

9.5 Students will analyze this period in art and architecture by the following methods:

(1) discussing the appearance of several styles including impressionism, realism, and romanticism;

(2) summarizing the contributions of the following artists: Winslow Homer, Frederic Remington, Charles Russell, Thomas Eakins, and James Whistler;

(3) identifying the gothic and victorian styles;

(4) identifying the contributions of major architects including Richard Morris Hunt, Henry Hobson Richardson, and Louis Sullivan.

9.6 Students will appraise the literary movement by:

(1) describing the use of local color in the stories of Joel C. Harris, Mark Twain, and Bret Harte;

(2) describing the literature of protest by Stephen Crane (Maggie) and Hamlin Garland; and

(3) identifying new journalistic trends.

10.0 Rise of Industry

*10.1 From graphs on economic trends between 1865 and 1900, students will draw conclusions regarding the growth of industry.

*10.2 Students will discuss the reasons for industrial growth by considering business leadership, natural resources, government policies, human resources, power sources, inventions, transportation and communication, and capital resources.

*10.3 Students will evaluate the results of industrial growth by:

(1) listing new products and services created;

(2) comparing the post war standard of living to the pre-war standard;

(3) describing the fortunes made and the poverty created;

(4) comparing the number of cities before and after the war;

(5) showing the relationship of imperialism to industrial growth; and

(6) discussing the growth of business combinations including the pool, trust, holding company and interlocking directorate.

*10.4 Students will discuss the effectiveness of the Interstate Commerce Act and the Sherman Anti-Trust Act in reducing monopoly.

10.5 Students will summarize the reasons for unionization in the post-Civil War period.

10.6 Students will discuss attitudes of workers, employers, public, courts, and the federal government toward unions.

*10.7 Students will show the relationship between scale of union activity and range of union interest in considering the success and failure of the following labor union movements: Knights of Labor, Industrial Workers of the World, and American Federation of Labor.

10.8 Students will identify the main areas of origin of the immigrants before and after 1880.

10.9 Students will discuss the immigrant in American life by:

(1) contrasting his life in Europe to the new life in America;

*(2) summarizing the impact of the immigrants economically, socially, and politically; and

*(3) describing the reaction to the immigrants as reflected in the formation of protective associations and in the enactment of federal laws.

11.0 The West as a Force in National Affairs, 1860-1900

*11.1 Students will analyze the frontier thesis of Frederick Jackson Turner.

11.2 Students will summarize the characteristics of the plains environment by including discussion of the topography, climate, plant and animal life.

*11.3 Students will evaluate the impact of the railroad in the development of the west.

11.4 Students will study the position of Native American cultures in the West by:

(1) classifying the tribes and their living styles;

(2) reviewing the Indian wars including the Minnesota Massacre, Sand Creek Massacre, Custer Massacre, Wounded Knee Massacre; and

(3) outlining the provisions of the Dawes Act and the Wheeler-Howard Act.

11.5 Students will identify the contributions of the "Cattle Kingdom" to the development of the United States.

11.6 Students will identify the contributions of the mining frontier to the development of the United States.

11.7 Students will study the farming frontier by:

(1) discussing the reasons for the movement into the Plains;

*(2) describing both the achievements in the agricultural revolution and the effects of that revolution;

(3) summarizing the difficulties of Plains living including natural disaster, economic troubles, loss of status, and loneliness;

*(4) showing the relationship between the farmer's economic troubles and the development of an agrarian crusade including the Grangers, Greenback-Silver Movement, and the Populist Movement; and

*(5) examining why farmers supported the campaign of William J. Bryan in the 1896 election.

12.0 Progressive Era

12.1 Students will identify the sources of Progressive strength in terms of: farmers, urban middle class, white collar workers, muckrakers, and state and national political leaders.

*12.2 Students will appraise the impact of the Progressive Movement by:

(1) discussing political reforms including the direct primary, Australian ballot, initiative referendum, recall, and direct election of senators;

(2) summarizing economic reforms including intrastate and interstate regulation of commerce, labor laws, workmen's compensation, consumer protection laws, and the income tax; and

(3) identifying reforms that had social implications.

*12.3 Students will evaluate Theodore Roosevelt's role in the Progressive Movement by:

(1) describing his "trust busting activities";

(2) analyzing the purpose of the Department of Commerce and Labor, and Bureau of Corporations;

(3) summarizing his activities in consumer protection and railroad regulation; and

(4) listing his conservation measures.

12.4 Students will analyze how Taft antagonized Progressive leaders over the issues of tariffs, conservation, and reform in the House of Representatives.

12.5 Students will explain the reasons for the Democratic Victory in the election of 1912.

*12.6 Students will evaluate the significance of Woodrow Wilson's role in the Progressive Movement by:

(1) outlining the provisions of the Underwood Simmons Tariff;

(2) discussing the development of the Federal Reserve System; and

(3) describing the provisions of the Clayton Act.

13.0 United States Becomes a World Power, 1880-1920

*13.1 Students will contrast the isolationism of the pre-civil war period to the expansionism of the post war period by:

(1) comparing the foreign policy advice given in Washington's farewell address, Jefferson's inaugural, and the Monroe doctrine to General Beveridge's "March of the Flag" speech, and President McKinley's address on annexing the Philippines; and

(2) discussing economic and political reasons for the changes in policy.

13.2 Students will identify the roles played by Harrison, Cleveland, and McKinley in the expansionist movement.

13.3 Students will examine U.S. expansion in the Pacific by:

(1) listing the reasons for the annexation of Hawaii;

(2) discussing U.S. involvement in Samoa; and

(3) summarizing the means used to obtain Gaum and the Philippines.

*13.4 Students will identify the causes and effects of the Spanish American War.

*13.5 Students will compare Roosevelt's "Big Stick" diplomacy, Taft's "Dollar" diplomacy, and Wilson's "New Freedom" in the following three geographic areas:

(1) American hemisphere;

(2) Far East; and

(3) Europe.

*13.6 Students will analyze U. S. involvement in World War I by:

(1) describing our movement from neutrality to full involvement in the war;

(2) identifying reasons for going to war with Germany;

(3) listing the major leaders of the Allied and Central powers;

(4) identifying America's contribution in the war effort;

(5) summarizing the methods used by the government to mobilize industry;

(6) identifying ways in which citizens on the homefront aided the war effort;

(7) relating Wilson's Fourteen Points to the causes of World War I in Europe;

(8) listing the main parts of the Treaty of Versailles; and

(9) identifying the purpose of the League of Nations.

14.0 Transition and the New Deal, 1920's and 1930's

*14.1 Students will examine American foreign policy by:

(1) analyzing the reasons for America's failure to join the League of Nations;

(2) discussing the results of the Washington Disarmament Conference 1921-22;

(3) summarizing the changing policy during the 1920's toward the League of Nations and the World Court;

(4) describing the intentions of the Kellogg-Briand Pact; and

(5) analyzing American withdrawal from Latin American affairs.

14.2 Students will evaluate the effects of the "Jazz Age" by:

*(1) explaining the reasons for the growth of intolerance as found in the Ku Klux Klan, the Red Scare, Sacco-Vanzetti trial, Scopes Monkey trial, and the Black Zionists;

(2) describing the themes of the following authors: H. L. Mencken in the American Mercury; Sinclair Lewis, Babbitt; F. S. Fitzgerald, The Great Gatsby; Ernest Hemingway, The Sun Also Rises; and Eugene O'Neill, Strange Interlude;

(3) summarizing the role of W. C. Handy and Louis Armstrong in the development of blues and jazz;

(4) showing the relationship between the prohibition amendment and the growth of crime;

(5) analyzing America's need for heroes such as Babe Ruth, Jack Dempsey, Charles Lindbergh, and Rudolph Valentino;

(6) listing the contributions of the radio industry politically, educationally, and culturally;

(7) describing the social impact of Hollywood films; and

*(8) summarizing the effects of the automobile on American life.

*14.3 Students will explain reasons why the economy moved from a high investment rate in the early 1920's to a low level of investment in the later 1920's.

14.4 Students will interpret the phrases "Return to Normalcy" and "The business of the country is business" by:

*(1) explaining the Republican stand on the traditional issues of banking, tariff, and trusts;

*(2) examining the reasons for increased restrictions of immigration;

*(3) summarizing the reasons for the Esch-Cummins Transportation Act and the Merchant Marine Act;

*(4) describing the Teapot Dome scandal; and

(5) comparing the backgrounds of presidential candidates Al Smith and Herbert Hoover.

*14.5 Students will explain the causes for the Depression by:

(1) identifying the direct and indirect effects of World War I on the economy;

(2) describing the depressed conditions of the agricultural community;

(3) comparing the rising GNP during the 1920's to the earnings of workers, and population growth;

(4) discussing the role played by stock market speculation;

(5) examining the effects of government policies; and

(6) analyzing the self-generating effects of the depression.

14.6 Students will appraise the social impact that the depression made on the lives of Americans by:

(1) graphing the number of marriages, births, suicides for the years 1928 and 1940; and

(2) describing the effects of the depression on cities and on rural areas.

*14.7 Students will evaluate Hoover's response to the Depression by:

(1) defining his philosophy of "rugged individualism";

(2) discussing his attempts at agricultural stabilization;

(3) listing the provisions of the Hawley-Smoot Tariff;

(4) summarizing the efforts of the Reconstruction Finance Corporation; and

(5) examining his efforts at direct relief.

*14.8 Students will evaluate F. D. Roosevelt's response to the Depression by:

(1) describing the methods Roosevelt used to restore American confidence;

(2) identifying the role of the brain trust as one of economic planning and experimentation;

(3) listing the relief efforts of the alphabet agencies;

(4) outlining the steps taken to enable the banking business and agricultural communities to recover; and

(5) summarizing reforms made in the areas of banking, labor, conservation, and public power.

15.0 Foreign Affairs: World War II to Vietnam

*15.1 Students will identify Axis and Allied leaders and nations.

*15.2 Students will list the major causes as:

(1) Axis aggression;

(2) Axis nationalism;

(3) military escalation;

(4) failure of appeasement; and

(5) lack of collective security.

*15.3 Students will analyze America's move from neutrality to involvement by:

(1) summarizing the provisions of the: Neutrality Act of 1939, Selective Service Act of 1940, Destroyer-Naval Base Deal of 1940, and Lend-Lease Act of 1941;

(2) describing the reasons for embargo on strategic materials to Japan;

(3) identifying the impact of the bombing of Pearl Harbor;

(4) outlining U. S. efforts at economic mobilization including War Production Board, War Labor Board, War Manpower Commission, and Office of Price Administration;

(5) identifying the two methods of financing the war; and

(6) examining removal of Japanese-Americans to relocation centers.

15.4 Students will identify the Allied strategies for the European and the Pacific theaters of war.

15.5 Students will explain the events that led to the defeat of Germany including the North African and Italian campaigns the Russian offensive, and the invasion of France.

15.6 Students will explain the events that led to the defeat Japan including the island hopping campaign and the use of the atomic bomb.

15.7 Students will demonstrate knowledge of the United Nations organization by:

(1) identifying the agreements made at the Atlantic, Dumbarton Oaks, Yalta, and San Francisco Conferences; and

(2) listing the purposes of the United Nations.

*15.8 Students will identify the meaning of cold war diplomacy.

*15.9 Students will compare the purposes of each of the following foreign aid programs:

(1) Truman Doctrine;

(2) the Marshall Plan;

(3) the Point Four Program; and

(4) the Eisenhower Doctrine.

*15.10 Students will identify the purposes and countries involved in NATO and SEATO.

*15.11 Students will analyze conflicts with the Communists by:

(1) summarizing U.S. efforts to thwart the Berlin Blockade;

(2) describing the causes of the conflict in Korea and the truce ending the hostilities; and

(3) tracing American involvement in Vietnam and events leading to our withdrawal.

15.12 Students will evaluate the consequences of American foreign policy toward Cuba in the 1950's and 1960's.

16.0 Politics and the Economy, 1945-1960's

*16.1 Students will examine the post war economy by analyzing the changes in the capital investment, GNP, productivity, unemployment rate, median family income, and government expenditures.

16.2 Students will compare the technological revolutions of 1900-1940 and 1940-1960 in terms of degree and speed of innovations, spread of scientific management, and research devoted to industrial and military needs.

16.3 Students will identify the ten largest industries in the post war era and list reasons for their growth.

*16.4 Students will summarize the organized labor movement in the post war era by:

(1) discussing the impact of strikes;

(2) listing the provisions of the Taft-Hartley Act;

(3) explaining the reasons for merger of the AFL-CIO;

(4) outlining major gains made by labor; and

(5) describing the problems of the late 1950's including corruption and decline in membership.

16.5 Students will define the term "mixed economy".

16.6 Students will appraise the significance of Truman years by:

(1) studying Truman's background and personal traits;

(2) discussing the problems of demobilization and reconversion;

(3) summarizing Truman's struggle with Congress (1945-1948);

(4) explaining the problems facing Truman in the election of 1948;

*(5) outlining the reforms of the Fair Deal; and

*(6) evaluating the effects of "McCarthyism".

16.7 Students will appraise the Eisenhower years by:

(1) studying Eisenhower's background and personal traits;

(2) discussing the reasons for the decline of "McCarthyism";

*(3) summarizing the Eisenhower conservationism as found in the cabinet, fiscal policy, role of government in electrical power and natural resources;

*(4) summarizing Eisenhower's attempt to maintain New Deal programs in the areas of farm prices, trade policy, public works program, and welfare legislation; and

*(5) summarizing Eisenhower's expansion of New Deal programs in education and civil rights (Warren Court).

16.8 Students will appraise the long-range consequences of the Kennedy-Johnson years by:

(1) studying Kennedy's background and personal traits;

(2) analyzing the reasons for the closeness of election of 1960;

(3) summarizing "New Frontier" programs including medicare and education, tax cuts, man-on-the-moon, and civil rights;

(4) discussing the impact of Kennedy's assassination; and

*(5) summarizing Johnson's "Great Society" programs including civil rights bills, war on poverty, aid to education, and medicare.

17.0 Social and Cultural Trends, 1945-1960's

17.1 Students will analyze trends in social behavior including:

(1) the growth of cities and suburbs;

(2) family life patterns including age of marriage, baby boom, and divorce rate; and

(3) the growth of crime.

17.2 Students will summarize the main currents in literature by:

(1) analyzing the themes of the following writers: Ernest Hemingway, William Faulkner, J. D. Salinger, and James Michener; and

(2) analyzing the concerns expressed in the works of the following playwrights: Tennessee Williams and Arthur Miller.

17.3 Students will discuss the trends in motion pictures and television industry from 1945-1960.

17.4 Students will summarize the major changes in American education.

18.0 Civil Rights, 1945-1970

18.1 Students will evaluate the roles and methods used by blacks in the Civil Rights movement especially by: NAACP, National Urban League, CORE, Southern Christian Leadership Conference (Martin Luther King), and Students Non-Violent Coordinating Committee (Stokely Carmichael).

18.2 Students will evaluate the effectiveness of the presidential leadership of Truman, Eisenhower, Kennedy, and Johnson in the Civil Rights movement.

18.3 Students will summarize the impact of each of these Supreme Court cases on the Civil Rights movement: Sweatt vs Painter, Lauren vs Oklahoma, and Brown vs Board of Education.

18.4 Students will outline the major provisions of the 1957, 1960, 1964 Civil Rights Acts passed by Congress.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Colonial Period	2 weeks	MLST	Thomas A. Bailey, et al, The American Pageant (Lexington, Mass.: D. C. Heath, 1979) pp. 1-59. Bernard Bailyn, et al, The Great Republic (Lexington, Mass.: D. C. Heath, 1977) pp. 1-228.	Edwin Fenton, A New History of the United States (New York: Holt, Rinehard, and Winston, 1969). Alan Simpson, Puritanism in Old and New England (Chicago: University of Chicago Press, 1955) Clarence Ver Steeg, Great Issues in American History (New York: Random House, 1969). Allan Kownslar, Discovering American History (New York: Holt, Rinehart, and Winston, 1967).
2.0	American Revolution	2 weeks	MLST	Bailey, pp. 79-116. Bailyn, pp. 229-290.	Fenton, A New History of the United States. Carl Degler, Out of Our Past (New York: Harper Row, 1970). Kenyon C. Cramer, The Causes of War: Problems in American History Series (New York: Scott, Foresman, 1965).

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AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Confederation/ Constitution	2 weeks	MLST	Bailey, pp. 117-137. Bailyn, pp. 291-351.	Richard Hofstader, American Political Traditions (New York: Random House, 1948). Clinton Rossiter, The American Presidency (New York: New American Library, 1960). Angela Holder, The Meaning of the Constitution (New York: Barron's Educational Series, 1968).
4.0	Early Republic 1789-1824	2 weeks	MLST	Bailey, pp. 138-218. Bailyn, pp. 352-388.	Fenton, A New History of the United States. Hofstader, American Political Traditions. Bill Gilbert, The Trailblazers (New York: Time-Life Books, 1973). Blanche M. Touhill, Readings in American History (River Forest, Ill.: Laidlaw, 1970).

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AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
5.0	Jacksonian Democracy	2 weeks	MLST	Bailey, pp. 219-253, 311-326. Bailyn, pp. 425-565.	Touhill, Readings in American History. Hofstader, American Political Traditions. Fenton, A New History of the United States. Donald Oliver, Jacksonian Democracy (New York: Xerox Corp., 1971).
6.0	Sectionalism	2 weeks	MLST	Bailey, pp. 254-291, 327-362. Bailyn, pp. 566-646.	Fenton, A New History of the United States. Donald Oliver, Immigrants Experience and Manifest Destiny, (New York: Xerox Corp., 1971). Seymour Mandelbaum, Social Setting of Independence, (Glenview, Ill.: Scott, Foresman, 1964). Frank Tannenbaum, Slave and Citizen (New York: Random House, 1946).

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Civil War	1 week	MLST	Bailey, pp. 344-362. Bailyn, pp. 607-728.	Fenton, *A New History of the United States*. Cramer, *The Causes of War*. Hofstader, *American Political Traditions*.
8.0	Reconstruction	2 weeks	MLST	Bailey, pp. 427-450. Bailyn, pp. 729-799.	Fenton, *A New History of the United States*. John H. Franklin, *From Slavery to Freedom*, (New York: Random House, 1969). C. Vann Woodward, *Strange Career of Jim Crow*, (New York: Oxford University Press, 1966).
9.0	Politics/ Culture: 1870-1900	2 weeks	MLST	Bailey, pp. 451-484, 506-529, 549-566. Bailyn, pp. 800-826, 866-902.	Fenton, *A New History of the United States*. Ezra Bowen, *This Fabulous Century, 1870-1900*, (New York: Time-Life Books, 1970).

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AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
10.0	Rise of Industry	3 weeks	MLST	Bailey, pp. 484-529. Bailyn, pp. 827-865.	Fenton, A New History of the United States. Otto Bettmann, The Good Old Days: They Were Terrible, (New York: Random House, 1974).
11.0	West: 1860-1900	1 week	MLST	Bailey, pp. 530-548. Bailyn, pp. 768-799, 827-865.	Walter Prescott Webb, Great Plains, (New York: Grossel and Dunlap, 1931). Gilbert Fite, Farmer's Frontier, (New York: Holt, Rinehart, Winston, 1966). Fenton, A New History of the United States.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
12.0	Progressive Era	2 weeks	MLST	Bailey, pp. 606-656. Bailyn, pp. 866-978.	Hofstader, American Political Traditions. Richard Hofstader, Age of Reform (New York: Random House, 1955). Arthur S. Link, American Epoch (New York: Alfred Knopf, 1963). Gilbert Fite, An Economic History of the United States, (New York: Houghton-Mifflin, 1965).
13.0	United States: World Power	2 weeks	MLST	Bailey, pp. 567-588, 640-708. Bailyn, pp. 979-1021.	Fenton, A New History of the United States. Link, American Epoch.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
14.0	1920's-1930's Transitional New Deal	1 week	MLST	Bailey, pp. 709-791. Bailyn, pp. 1053-1092.	George Mowry, The 1920's, Fords, Flappers, and Fanatics (New York: Prentice-Hall, 1963). Frederick Allen, Since Yesterday, (New York: Bantam Books, 1967). Hofstader, Age of Reform. T. Harry William, et al, History of the United States Since 1865, (New York: Random House, 1964).
15.0	Foreign Affairs World War II/ Vietnam	2 weeks	MLST	Bailey, pp. 792-896. Bailey, pp. 1158-1198.	Link, American Epoch. William, History of the United States Since 1865.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
AMERICAN HISTORY, ADVANCED

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
16.0	Politics/ Economy: 1945-1970	2 weeks	MLST	Bailey, pp. 834-896. Bailyn, pp. 1093-1125.	Link, The American Epoch. William, History of the United States Since 1865. Fenton, A New History of the United States.
17.0	Social/ Cultural Trends: 1945-1960's	1 week		Bailey, pp. 929-950. Bailyn, pp. 1126-1157.	Link, The American Epoch.
18.0	Civil Rights: 1945-1970's	1 week		Bailey, pp. 854-897. Bailyn, pp. 1193-1125	Fenton, A New History of the United States. Woodward, Strange Career of Jim Crow. Franklin, From Slavery to Freedom.

INTRODUCTION
ANTHROPOLOGY

State Accreditator Number. .	0480
Course Code Number	2049
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . .	Anthropology
Length of Course	Semester
Credit	1/2 social studies credit
Grade Level.	11, 12

Prerequisites

None

Textbook(s)

Salzmann, Zdenek, Anthropology, Revised Edition (New York: Harcourt Brace Jovanovich, Inc., 1973).

Notes to Teachers

Students will master the concepts and skills developed for Anthropology as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

Teachers are encouraged to use the recommended supplementary text or other supplementary texts to fully develop the performance objectives.

ANTHROPOLOGY

1.0 Anthropology: Introduction

- *1.1 Definition
- *1.2 Physical/Cultural
- 1.3 Archeology
  - *1.3.1 Definition
  - 1.3.2 Classical/Prehistoric
- *1.4 Ethnology
- 1.5 Relationship: Other Branches
- 1.6 Science
  - 1.6.1 Natural/Physical
  - 1.6.2 Definition
  - 1.6.3 Methodology: descriptive/historical
- 1.7 Historical Development
  - 1.7.1 Classical Greeks
  - 1.7.2 Lucretius
  - 1.7.3 Sahagún/Lafitau
  - 1.7.4 Tylor/Morgan/Frazer
  - 1.7.5 Darwin
- 1.8 Applications

2.0 Life: Origin/Evolution

- 2.1 Dates
- 2.2 Origin: Theories
  - 2.2.1 Description
  - *2.2.2 Anthropological
  - 2.2.3 Spontaneous generation
  - *2.2.4 Modern
  - 2.2.5 Spontaneous generation/Modern
- 2.3 Life
  - 2.3.1 Living/Nonliving: characteristics
  - 2.3.2 Carbon
  - *2.3.3 Living/Nonliving: differentiate
  - 2.3.4 Cell: parts
  - 2.3.5 Proteins/Amino acids/Neuleic acids
- 2.4 Primeval Conditions
- *2.5 Miller's Experiment
- 2.6 Mathematical Factor
- 2.7 Seas: Positive/Negative
- *2.8 Autocatalysis
- 2.9 Living Organisms: First
  - *2.9.1 Modern organism: similarity
  - 2.9.2 Virus: characteristics
  - 2.9.3 Plants: development
- 2.10 Living Organisms: Divisions
  - *2.10.1 Plants/Animals
  - 2.10.2 Plants: characteristics
  - 2.10.3 Animals: characteristics
  - 2.10.4 Organism: dual characteristics
- 2.11 Man/Animals
  - 2.11.1 Homologous structure: definition
  - *2.11.2 Homologous structure: example
  - *2.11.3 Vestigial organ
  - *2.11.4 Embryonic development
- 2.12 Classification
  - 2.12.1 Protozoan
  - 2.12.2 Metazoani symmetry
  - *2.12.3 Mammals: characteristics
  - *2.12.4 Mammals: placental
  - 2.12.5 Primates: suborders
  - *2.12.6 Hominidae/Pongidae: members
  - 2.12.7 Genus/Species
  - 2.12.8 Man: classification
  - *2.12.9 Man: scientific name
- 2.13 Evolution: Lamarck's Theory
- *2.14 Evolution: Darwin's Theory
- *2.15 Darwinian Theory: Principles
- 2.16 Inheritance: Mendel's Laws
  - 2.16.1 Experiment
  - *2.16.2 Phenotype/Genotype
  - *2.16.3 Biological units
  - *2.16.4 Hybrid
  - *2.16.5 Genes: dominant/recessive
  - 2.16.6 Illustration

* Indicated Minimum Level Skills

ANTHROPOLOGY

- 2.17 Genetics
  - 2.17.1 Mutation
  - 2.17.2 Linkage/Cross-over
  - *2.17.3 Chromosomes/DNA
  - 2.17.4 DNA: structure
  - *2.17.5 DNA: replication

- 3.0 Man: Evolution
  - 3.1 Fluorine Test
  - 3.2 Geological Time Scale
    - 3.2.1 Eras/Periods/Epochs
    - *3.2.2 Era: birds/mammals/man
    - 3.2.3 Pleistocene epoch: climate
    - 3.2.4 Man: Oligocene-Holocene epochs
  - 3.3 Primates: First
  - *3.4 Primates: Development
  - *3.5 Man/Apes: Division
  - *3.6 Man/Apes: Differences
  - 3.7 Pithecines: Characteristics
  - 3.8 Bipedalism
  - 3.9 Hominids
    - *3.9.1 Date
    - *3.9.2 Location
    - 3.9.3 A. africanus/A. robustus
  - 3.10 Biocultural Interaction
    - 3.10.1 Definition
    - *3.10.2 Examples
    - 3.10.3 Feedback
  - 3.11 Java Man
  - 3.12 Peking Man
  - 3.13 Homo erectus
    - *3.13.1 Characteristics
    - *3.13.2 Behaviors
    - 3.13.3 Locations
  - 3.14 Olduvian Gorge Controversy
  - 3.15 Homo sapiens: Early
    - *3.15.1 Examples
    - 3.15.2 Neanderthal: characteristics
    - *3.15.3 Neanderthal: culture
    - 3.15.4 Neanderthal: locations
  - 3.16 Homo sapiens: Modern
    - *3.16.1 First
    - 3.16.2 Date
    - *3.16.3 Cro-Magnon/Neanderthal
    - 3.16.4 Cro-Magnon/Contemporary man
    - 3.16.5 Cro-Magnon: culture
    - 3.16.6 New World
  - 3.17 Man's Evolution: Problems/Questions

- 4.0 Races
  - 4.1 Classification: Traditional Scheme
    - 4.1.1 Polytypic
    - *4.1.2 Identification
    - 4.1.3 Problems
    - 4.1.4 Improved scheme
  - 4.2 Classification: Criteria
    - 4.2.1 Environmental influence
    - *4.2.2 Commonly applied
    - 4.2.3 Cephalic index/Nasal index
    - 4.2.4 Hair: form/shape
    - 4.2.5 Anthropometry
    - *4.2.6 Racial stocks
  - *4.3 Definition
  - 4.4 Geographic Race/Local Race/Microrace
  - 4.5 Geographic Races
  - *4.6 Terminology: Misuse
  - 4.7 Pure Type
  - 4.8 Hybrid Vigor
  - *4.9 Intelligence

- 5.0 Culture
  - 5.1 Social Behavior: Insects/Man
  - 5.2 Instincts/Reflexes/Drives
  - 5.3 Definition
  - 5.4 Culture/Civilization
  - 5.5 Effect: Individuals

ANTHROPOLOGY

9.0 Cultural Anthropology: Theories/Methods

- 9.1 Theories
  - 9.1.1 Cultural evolution: description
  - 9.1.2 Cultural evolution: weaknesses
  - 9.1.3 Boas/Malinowski
  - 9.1.4 Contemporary
- 9.2 Personality/Culture
- 9.3 Institutions: Primary/Secondary
- 9.4 World View
- 9.5 Contemporary Trends
- 9.6 Cultural Ecology

ANTHROPOLOGY

- 5.6 Dynamic
  - 5.6.1 Changing
  - 5.6.2 Rapidity
  - 5.6.3 Acculturation
- 5.7 Ethnocentrism
  - 5.7.1 Definition
  - 5.7.2 Example
  - 5.7.3 Ethnic appreciation
- 5.8 Human Units
- 5.9 Society/Nation/Ethnic Group
- 5.10 Analysis
  - 5.10.1 Subculture
  - 5.10.2 Culture trait
  - 5.10.3 Culture complex
  - 5.10.4 Culture area
- 5.11 Ethnographic Present
- 5.12 Inventions: Basic/Secondary/Independent
- 5.13 Inventions/Cultural Change
- 5.14 Diffusion
  - 5.14.1 Definition
  - 5.14.2 Examples
  - 5.14.3 Effect
- 5.15 Complex Cultures
- 5.16 Primitive/Nonliterate

6.0 Past Cultures

- 6.1 Archeology
  - 6.1.1 Excavation/Site/Artifact
  - 6.1.2 Steps
  - *6.1.3 Dating methods
- 6.2 Prehistoric Culture
- 6.3 Earliest Stoneworking Culture
- 6.4 Paleolithic Culture
  - *6.4.1 Primary tool
  - 6.4.2 Flaking
  - 6.4.3 Lower/Upper
  - *6.4.4 Upper: significant development
  - 6.4.5 Imitative magic
- 6.5 Mesolithic Culture
- *6.6 Neolithic Revolution
- 6.7 North American
- 6.8 Desert/Archaic Traditions
- 6.9 Mesoamerican Culture
- 6.10 Southwestern/Woodland Traditions

7.0 Family/Kinship/Marriage

- *7.1 Family: Styles
  - 7.1.1 Nuclear/Extended
  - 7.1.2 Nuclear: examples
  - 7.1.3 Extended: examples
- *7.2 Monogamous/Polygamous/Group Marriages
- 7.3 Patrilocal/Matrilocal
- 7.4 Kinship
  - *7.4.1 Consanguineal/Affinal kinship
  - 7.4.2 Lineal/Collateral kinship
  - 7.4.3 Lineage
- 7.5 Exogamy
- 7.6 Clan
- 7.7 Preferential Mating
- *7.8 Cultural Universal
- 7.9 Bride-price/Dowry

8.0 Religion/Magic

- 8.1 Supernatural
- 8.2 Religion
  - *8.2.1 Definition
  - *8.2.2 Animism
  - *8.2.3 Polytheism/Monotheism
  - 8.2.4 Origin: theories
- 8.3 Earliest Religions
- 8.4 Mana
- *8.5 Magic/Religion
- 8.6 Divination
- 8.7 Practices
- 8.8 Roles

ANTHROPOLOGY

- 9.1.3 Boas/Malinowski
- 9.1.4 Contemporary
- 9.2 Personality/Culture
- 9.3 Institutions: Primary/Secondary
- 9.4 World View
- 9.5 Contemporary Trends
- 9.6 Cultural Ecology

PERFORMANCE OBJECTIVES
ANTHROPOLOGY

This one semester social studies elective is designed to familiarize the student with concepts and methodology focusing on the study of man. Equal emphasis is placed on the cultural and physical aspects of Anthropology. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to Anthropology

*1.1 Students will select a correct definition of anthropology.

*1.2 Students will differentiate between physical and cultural anthropology.

1.3 To demonstrate knowledge of archeology, students will:

*(1) select a definition of archeology; and

(2) distinguish between classical and prehistoric archeology.

*1.4 Students will recall an example of ethnology.

1.5 Students will describe the relationship between anthropology and other branches of knowledge including zoology, anatomy, physiology, geology, and paleontology.

1.6 To demonstrate comprehension of anthropology as a science, students will:

(1) differentiate between anthropology as a natural science and a physical science;

(2) identify a definition of science; and

(3) describe the use of descriptive and historical methodology in anthropology.

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* Indicates Minimum Level Skills

1.7 To demonstrate knowledge of the historical development of anthropology, students will:

(1) identify the contributions of the classical Greeks, including Aristotle, Herodotus, and the physicians of the Hippocratic school of medicine;

(2) recall the contribution of Lucretius;

(3) describe the work of Sahagún and Lafitau;

(4) identify the contribution of Blumerbach;

(5) recall why Tylor, Morgan, and Frazer have been termed the "founding fathers" of modern cultural anthropology; and

(6) identify the importance of Charles Darwin.

1.8 Students will identify some practical applications of anthropology.

2.0 Origin and Evolution of Life

2.1 Students will recall the approximate age of the earth and the approximate date when life first appeared.

2.2 To demonstrate knowledge of theories of the origin of life, students will:

(1) describe three theories of the origin of life;

*(2) identify the theory of the origin of life that is of concern to anthropologists;

(3) describe the theory of spontaneous generation;

*(4) describe the modern theory of life's origin; and

(5) compare and contrast the spontaneous generation theory with the modern theory.

2.3 To demonstrate comprehension of the nature of "life", students will:

(1) list the common characteristics of living and nonliving matter;

(2) recall the significance of the element carbon;

*(3) differentiate between living and nonliving matter;

(4) identify the two essential parts of the cell; and

(5) differentiate between proteins, amino acids, and nucleic acids.

2.4 Students will describe primeval conditions on earth immediately prior to the appearance of living organisms.

*2.5 Students will identify the results of Miller's experiment and recall its significance.

2.6 Students will recall one mathematical factor which tends to favor those scientists who support the modern theory of life's origin on primeval earth.

2.7 Students will analyze the positive and negative aspects of the theory that life began in primitive seas.

*2.8 Students will define autocatalysis and indicate why it is an essential process for all living organisms.

2.9 To demonstrate knowledge of the first living organisms, students will:

*(1) identify a similar modern organism;

(2) list the characteristics of a virus; and

(3) describe the process by which plants developed.

2.10 To demonstrate knowledge of the two major divisions of living organisms, students will:

*(1) differentiate between plants and animals;

(2) list the characteristics peculiar to plants;

(3) list the characteristics peculiar to animals; and

(4) identify an organism that displays characteristics of both plants and animals.

2.11 Students will demonstrate knowledge of the relationship of man to other animals by:

(1) defining a homologous structure;

*(2) identifying examples of homologies;

*(3) describing a vestigial organ; and

*(4) recalling the similarities in embryonic development.

2.12 To demonstrate knowledge of the scientific classification of animals, students will:

(1) identify an example of a protozoan;

(2) differentiate between metazoans that are radially symmetric and metazoans that are bilaterally symmetric;

*(3) list the characteristics that distinguish mammals from other vertebrates;

*(4) identify the key feature of placental mammals;

(5) distinguish between the two suborders of primates;

*(6) recall the major members of the families Hominidae and Pongidae;

(7) define the terms genus and species;

(8) list the phylum, subphylum, class, order, family, genus, and species that man belongs to; and

*(9) identify and define man's scientific name.

2.13 Students will describe Lamarck's theory of evolution.

*2.14 Students will identify the key concept of Darwin's theory of evolution.

*2.15 Students will list the essential principles of Darwin's theory of evolution.

2.16 To demonstrate knowledge of Mendel's laws of inheritance, students will:

(1) summarize Mendel's initial experiment;

*(2) differentiate between a phenotype and a genotype;

*(3) identify the units that determine the biological makeup of an organism;

*(4) recall how a hybrid is created;

*(5) differentiate between dominant and recessive genes; and

(6) create an illustration of the laws of inheritance.

2.17 Students will demonstrate knowledge of modern genetics by:

(1) selecting a definition of mutation;

(2) recall the meaning of linkage and cross-over;

*(3) identify chromosomes and DNA;

(4) describe the structure of a DNA molecule; and

*(5) identify the process by which DNA molecules replicate.

3.0 Evolution of Man

3.1 Students will recall the significance of the fluorine test in exposing the Piltdown man hoax.

3.2 To demonstrate knowledge of the geological time scale, students will:

(1) distinguish between eras, periods, and epochs;

*(2) identify the era marked by the appearance of birds, mammals, and man;

(3) describe climatic conditions during the Pleistocene epoch; and

(4) trace the evolution of man from the Oligocene epoch through the Holocene epoch.

3.3 Students will describe the first primates.

*3.4 Students will identify important trends in primate development which distinguished primates from other mammals.

*3.5 Students will recall the major factor which led to the differentiation of the two branches leading to modern man and the modern great apes.

*3.6 Students will describe the five principle differences between man and ape.

3.7 Students will identify the key characteristics of Dryopithecus, Proconsul, Oreopithecus, and Ramapithecus.

3.8 Students will recall the evidence that may indicate that Ramapithecus had attained bipedalism.

3.9 To demonstrate comprehension of the first rominids, students will:

*(1) identify the time period during which Australopithecus appeared;

*(2) recall the location in which Australopithecus fossils have been found; and

(3) compare the physical appearance of Australopithecus africanus with Australopithecus robustus.

3.10 Students will demonstrate knowledge of biocultural interaction by:

(1) selecting a definition of biocultural interaction;

*(2) identifying examples of biocultural interaction; and

(3) recalling the importance of feedback in human evolution.

3.11 Students will identify the characteristics of Java man.

3.12 Students will recall the evidence which indicates that Peking man was more advanced than Java man.

3.13 To demonstrate knowledge of Homo erectus, students will:

*(1) describe the physical characteristics of Homo erectus;

*(2) identify the behaviors Homo erectus appears to have been capable of; and

(3) recall the locations in which fossils of Homo erectus have been found.

3.14 Students will discuss the controversy generated by Leakey's findings in the Olduvian Gorge.

3.15 To demonstrate knowledge of early varieties of Homo sapiens, students will:

*(1) identify three examples of Homo sapiens;

(2) describe the physical characteristics of Neanderthal man;

*(3) list the evidence that Neanderthal man had developed a distinct culture; and

(4) identify the geographic locations where evidence of Neanderthal man has been found.

3.16 To demonstrate knowledge of modern Homo sapiens, students will:

*(1) identify the first modern Homo sapiens;

(2) recall the date when modern Homo sapiens first appeared;

*(3) differentiate Cro-Magnon man from Neanderthal man in physical appearance;

(4) identify the major physical difference between Cro-Magnon man and contemporary man;

(5) describe the culture of Cro-Magnon man; and

(6) discuss the appearance of Homo sapiens in the New World.

3.17 Students will discuss some of the problems and unanswered questions concerning the evolution of man.

4.0 Races of Mankind

4.1 To demonstrate knowledge of traditional classifications of mankind, students will:

(1) recall how the term polytypic applies to Homo sapiens;

*(2) identify the traditional scheme for classifying mankind;

(3) list two problems with the traditional classification scheme; and

(4) recall a better scheme for classifying mankind.

4.2 Students will demonstrate knowledge of traditional criteria for racial classification by:

(1) identifying an example of a racial characteristic which appears to have been the result of environmental influence;

*(2) list the five most commonly applied racial criteria;

(3) define the cephalic index and the nasal index;

(4) indicate the relationship between form of hair and the shape of an individual hair;

(5) identify anthropometry; and

*(6) identify a description of the three major racial stocks.

*4.3 Students will select a definition of the concept of "race".

4.4 Students will differentiate between a geographic race, a local race, and a microrace.

4.5 Students will list the nine major geographical races.

*4.6 Students will recall a common example of the misuse of the term race.

4.7 Students will explain why there is no such thing as a "pure" race.

4.8 Students will define hybrid vigor.

*4.9 Students will identify the evidence which refutes the idea that intelligence is a racial characteristic.

5.0 Culture

5.1 Students will differentiate between the social behavior found in some species of insects and the social behavior of human beings.

5.2 Students will distinguish between instincts, reflexes, and drives.

*5.3 Students will select a definition of culture.

5.4 Students will differentiate between culture and civilization.

*5.5 Students will identify an example of how culture acts to mold the individual.

5.6 To demonstrate knowledge of the dynamic nature of culture, students will:

*(1) recall that all cultures are changing;

(2) explain why some cultures change more rapidly than others; and

*(3) define the process of acculturation.

5.7 To demonstrate knowledge of ethnocentrism, students will:

(1) select a definition of ethnocentrism;

*(2) identify an example of ethnocentrism; and

(3) recall the importance of ethnic appreciation.

5.8 Students will list in order of complexity five types of human units.

5.9 Students will differentiate between a society, a nation, and an ethnic group.

5.10 To demonstrate knowledge of analyzing cultures, students will:

*(1) define subculture and identify an example of a subculture;

*(2) define culture trait and recall examples of culture traits;

(3) describe a culture complex;

(4) identify the meaning of a culture area and give an example of a culture area.

5.11 Students will describe the use of ethnographic present and indicate why it is used by anthropologists.

5.12 Students will differentiate between basic inventions, secondary inventions, and independent inventions.

*5.13 Students will identify the relationship between inventions and cultural change.

5.14 To demonstrate knowledge of the process of diffusion, students will:

*(1) select a definition of diffusion;

(2) identify examples of diffusion; and

(3) discuss how diffusion affects cultural change.

5.15 Students will identify two ways of focusing on the study of complex cultures.

5.16 Students will recall the meaning of "primitive" and "nonliterate" in anthropology.

6.0 Past Cultures

6.1 To demonstrate knowledge of archeology, students will:

(1) identify examples of excavation, site, and artifact;

(2) list the steps followed by an archeologist; and

*(3) recall the methods used by archeologists to date his findings.

6.2 Students will list the three phases of prehistoric culture.

6.3 Students will identify the earliest stoneworking culture.

6.4 To demonstrate knowledge of Paleolithic cultural traditions, students will::

*(1) identify the primary tool of the Lower and Middle Paleolithic Ages;

(2) identify the process of flaking;

(3) differentiate between Lower Paleolithic culture and Upper Paleolithic culture;

*(4) recall the most significant cultural development of the Upper Paleolithic Age; and

(5) describe imitative magic.

6.5 Students will identify the cultural changes dueing the Mesolithic Age.

*6.6 Students will identify the Neolithic Revolution.

6.7 Students will recall two ancient North American cultural traditions.

6.8 Students will distinguish between the Desert tradition and the Archaic tradition.

6.9 Students will list the principle characteristics of the Mesoamerican cultural tradition.

6.10 Students will compare the Southwestern tradition with the Woodland tradition.

7.0 Family, Kinship, and Marriage

*7.1 Students will demonstrate knowledge of family styles by:

(1) differentiating between a nuclear family and an extended family;

(2) identifying examples of a nuclear family; and

(3) identifying examples of an extended family.

7.2 Students will distinguish between monogamous, polygamous, and group marriages.

7.3 Students will differentiate between a patrilocal family and a matrilocal family.

7.4 Students will demonstrate comprehension of kinship by:

*(1) differentiating between consanguineal kinship and affinal kinship; and

(2) identifying examples of lineal and collateral kinship.

(3) recalling three methods by which lineage may be traced.

7.5 Students will identify the purpose of the practice of exogamy.

7.6 Students will select a definition of clan.

7.7 Students will define preferential mating.

*7.8 Students will identify an example of a cultural universal relating to marriage.

7.9 Students will compare and contrast bride-price with dowry.

8.0 Religion and Magic

8.1 Students will define the term supernatural.

8.2 Students will demonstrate comprehension of the concept of religion by:

*(1) selecting an appropriate definition of religion;

*(2) identifying an example of animism;

*(3) differentiating between polytheism and monotheism; and

(4) comparing and contrasting three theories of the origin of religion.

8.3 Students will describe the earliest evidences of religion.

8.4 Students will identify the concept of Mana.

*8.5 Students will distinguish between "magic" and religion.

8.6 Students will identify the practice of divination.

8.7 Students will discuss varying religious practices.

8.8 Students will list the roles religion plays in human societies.

9.0 Theories and Methods of Cultural Anthropology

9.1 To demonstrate comprehension of theories of cultural anthropology, students will:

(1) describe the theory of cultural evolution;

(2) identify the weaknesses in the theory of cultural evolution;

(3) discuss the contributions of Boas and Malinowski to the modern study of culture; and

(4) describe contemporary approaches to the study of culture.

9.2 Students will identify the relationship between personality and culture.

9.3 Students will differentiate between Kardiner's primary institutions and secondary institutions.

9.4 Students will discuss the concept of world view.

9.5 Students will identify trends in the contemporary study of cultural anthropology.

9.6 Students will describe cultural ecology.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ANTHROPOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction	1 week	MLST	Salzmann, Zdenek, Anthropology, Revised Edition (New York: Harcourt Brace Jovanovich, Inc., 1973), pp. 1-12.	Abrams, H. Leon, Inquiry into Anthropology (New York: Globe Book Company, Inc., 1976), pp. 18-41. Films: Anthropology: A Study of People Kits: What Is Anthropology? (Educational Audio-visual, Inc.) What Is Anthropology? (Guidance Associates)
2.0	Life: Origin/ Evolution	3 weeks	MLST	Salzmann, pp. 37-60.	Abrams, pp. 44-65.
3.0	Man: Evolution	3 weeks	MLST	Salzmann, pp. 61-88.	Abrams, pp. 66-89. Films: Dr. Leaky and the Dawn of Man. Man Hunters.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ANTHROPOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Races	2 weeks	MLST	Salzmann, pp. 89-102.	Abrams, pp. 90-99.
5.0	Culture	2 weeks	MLST	Salzmann, pp. 13-34.	Abrams, pp. 2-17. Kits: Scholastic World Cultures. Man: A Cross-cultural Approach, Series.
6.0	Past Culture	2 weeks	MLST	Salzmann, pp. 105-150 (appropriate sections)	Abrams, pp. 80-101. Films: Mysteries of the Great Pyramid. Sacred Grounds.
7.0	Family/ Kinship/ Marriage	1 week		Salzmann, pp. 151-162.	Abrams, pp. 177-214.
8.0	Religion/ Magic	1 week		Salzmann, pp. 177-192.	Abrams, pp. 246-265.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ANTHROPOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
9.0	Theories/ Methods	1 week		Salzmann, pp. 221-230.	Abrams, pp. 30-43.

INTRODUCTION
BIBLE HISTORY, NEW TESTAMENT

State Accreditator Number. . 0496
Course Code Number 1916
F.T.E. Category. 1.10
Instructional Level. . . . . Standard

Report Card Abbreviation . . Bible Hist NT
Length of Course . . . . . . Semester
Credit 1/2
Grade Level. 10, 11, 12

Prerequisites

None

Textbook(s)

Jones, Alexander, The Jerusalem Bible (New York: Doubleday and Company, Inc., 1968).

Notes to Teachers

Students will master the concepts and skills developed for Bible History, New Testament as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

This elective social studies course emphasizes New Testament study in its historical setting. Much stress is placed on the political, social, geographical, and economic factors involved. Although The Jerusalem Bible is the county adopted textbook for this course, it should be recognized that the New Testament is considered a primary source.

Therefore, it is strongly recommended that the teacher utilize the following sources:

Hester, H. J., The Heart of the New Testament (Liberty, Missouri: Quality Press, Inc., 1979).

Stevens, William E., A Guide for New Testament Study (Nashville, Tennessee: Broadman Press, 1979).

Note to Teacher:

It is very important that a copy of Stevens' book be made available to each student. The books need not be used as consumables. Work packets have also been designed to provide instructional aid for teacher and student use.

BIBLE HISTORY, NEW TESTAMENT

1.0 Interpretation of Historical Maps and Information

- *1.1 Map: New Testament World
- 1.2 Map Legends
  - 1.2.1 Specific facts
  - 1.2.2 Information: type
- 1.3 Map: Preparation
- 1.4 Historical Method
  - 1.4.1 Inquiry: steps
  - 1.4.2 Frame of reference
  - 1.4.3 Fact/Opinion
  - 1.4.4 Primary/Secondary source
- 1.5 Inquiry: Tools
  - 1.5.1 Classifying information
  - 1.5.2 Analytical questions
  - 1.5.3 Frame of reference: influences
  - 1.5.4 Fact/Opinion: classification
  - 1.5.5 Primary/Secondary source: classification
- 1.6 New Testament: History
  - 1.6.1 History: definition
  - 1.6.2 Bible: primary source
- 1.7 Chronological Order
  - 1.7.1 Chronological order: definition
  - 1.7.2 Time line
- 1.8 Dating Process
  - 1.8.1 B.C./A.D.
  - *1.8.2 Roman calendar/ Christian calendar
  - 1.8.3 A.U.C.

2.0 The Christian Background

- 2.1 Old Testament History
  - 2.1.1 Historical period
  - 2.1.2 Old/New Testament: relationship
  - 2.1.3 Main periods
- 2.2 Interbiblical Period
  - *2.2.1 Definition
  - *2.2.2 Apocrypha: definition
  - 2.2.3 Four divisions
  - *2.2.4 Septuagint: definition

3.0 Cultural Setting: New Testament Era

- 3.1 Geographical Area
  - *3.1.1 Roman Empire
  - 3.1.2 Map: Roman Empire
  - 3.1.3 Achaia
  - *3.1.4 Palestine
  - 3.1.5 Geographical divisions: Palestine
- 3.2 First Christian Century: Jesus' Life
- *3.3 "Graeco-Roman" Culture
- 3.4 Government: Roman Empire
  - *3.4.1 Contributions
  - 3.4.2 Emperor: power
  - *3.4.3 Provinces
  - 3.4.4 Military
  - 3.4.5 "Pax Romana"
  - *3.4.6 Herod the Great
  - *3.4.7 Pontius Pilate
- 3.5 Economic Conditions: Roman Empire
- *3.6 Roman Society
  - 3.6.1 Classes
  - 3.6.2 Moral values: decline
- 3.7 Language: Roman World
  - *3.7.1 Prominent languages
  - 3.7.2 Local languages
- 3.8 Education: Roman Empire
  - 3.8.1 Limited groups
  - 3.8.2 Characteristics
  - *3.8.3 Jewish education
- 3.9 Religions: Roman Empire
  - *3.9.1 Polytheism
  - 3.9.2 Beliefs/Practices

* Indicates Minimum Level Skills

BIBLE HISTORY, NEW TESTAMENT

- 3.10 Philosophy: Roman World
  - 3.10.1 Philosophy: definition
  - 3.10.2 Platonism/Epicureanism/Stoicism
  - *3.10.3 Satisfaction

- 4.0 Jewish Life/Religion
  - 4.1 Judaism
    - *4.1.1 "Distinctive" characteristics
    - *4.1.2 Hebrew/Jew
    - 4.1.3 Diaspora: definition
    - 4.1.4 Temple: significance
    - *4.1.5 Synagogue
    - 4.1.6 Seven Feasts
    - 4.1.7 Pharisees/Sadducees/Essenes/Herodians
    - *4.1.8 Jesus: "Common People"
    - 4.1.9 Scribe: functions
    - 4.1.10 Sanhedrin
    - 4.1.11 Decline
  - 4.2 Jewish Life: Palestine
    - 4.2.1 Political regions: Palestine
    - 4.2.2 Major cities: Jesus' life
    - 4.2.3 Major occupations
    - 4.2.4 Family life
    - 4.2.5 Treatment: Roman conquerors

- 5.0 The Christian Records
  - *5.1 Historical Period: New Testament
  - 5.2 Structure: New Testament
    - 5.2.1 Books: number
    - *5.2.2 Gospels/Acts/Epistles/Apocalypse
    - 5.2.3 Chronology: New Testament
  - 5.3 Origin: New Testament Records
    - 5.3.1 How/Why: origin
    - 5.3.2 Testament/Covenant
    - 5.3.3 Authors
    - *5.3.4 "Koiné" Greek
    - *5.3.5 Canon: definition
  - 5.4 Manuscripts: New Testament
    - 5.4.1 Scroll/"Codex"
    - 5.4.2 "Autograph"/"Manuscript"
    - 5.4.3 Types
    - 5.4.4 Unical manuscripts
  - 5.5 Versions: New Testament
    - *5.5.1 Version: definition
    - 5.5.2 Early/Primary
    - 5.5.3 Anglo-Saxon
    - 5.5.4 English: most popular
  - 5.6 Jesus Christ
    - 5.6.1 Sources: outside New Testament
    - 5.6.2 Sources: within New Testament
  - 5.7 Character/Content: New Testament
    - *5.7.1 Oral/Canonical gospels
    - *5.7.2 Four Gospels
    - 5.7.3 Synoptic Gospels
    - 5.7.4 Author/Origin/Characteristics: Gospels
    - 5.7.5 Acts/Epistles/Apocalypse

- 6.0 Birth/Early Life: Jesus Christ (Gospels)
  - 6.1 Jesus' Birth
    - 6.1.1 Matthew/Luke
    - 6.1.2 Mary/Joseph
    - 6.1.3 Date/Origin
    - 6.1.4 "Annunciation"
    - *6.1.5 Incarnation: definition
    - 6.1.6 John the Baptist
    - 6.1.7 Wise Men
    - 6.1.8 Erroneous concepts

BIBLE HISTORY, NEW TESTAMENT

- 6.2 Male Birth: Mosaic Law
- 6.3 Motive(s): Herod the Great
- 6.4 Temple Visit
- 6.5 John the Baptist
  - *6.5.1 Ministry: purpose
  - 6.5.2 Character
  - 6.5.3 Message
  - 6.5.4 Imprisonment
  - 6.5.5 Death

7.0 Ministry: Jesus Christ (Gospels)

- 7.1 Chart: Divisions/Events
- 7.2 Temptations: Forty Days
- 7.3 Early Judean Ministry
  - *7.3.1 Baptism: Jesus
  - 7.3.2 First disciples
  - *7.3.3 Miracle: definition
  - 7.3.4 First miracle
  - 7.3.5 Temple: cleansing
  - 7.3.6 Nicodemus/Samaritan woman
- 7.4 Galilean Ministry
  - *7.4.1 Popularity
  - 7.4.2 "Heightened" miracles
  - 7.4.3 Twelve disciples
  - *7.4.4 Sermon on the Mount
  - 7.4.5 Parable: definition
  - *7.4.6 Parable: examples
- 7.5 Galilee: Withdrawals
  - 7.5.1 Four withdrawals
  - 7.5.2 Causes: withdrawals
- 7.6 Late Judean Ministry
- 7.7 Perean Ministry
  - 7.7.1 Discipleship: causes
  - 7.7.2 Parables
  - *7.7.3 Lazarus: resurrection
  - 7.7.4 Children: Jesus

8.0 Death/Resurrection: Jesus Christ (Gospels)

- 8.1 Time line: Last Week
- 8.2 Specific Events: Last Week
  - *8.2.1 Entrance: Holy City
  - 8.2.2 Composure: Jesus
  - *8.2.3 Judas Iscariot
  - *8.2.4 Lord's Supper
  - *8.2.5 Passion Week: definition
  - 8.2.6 Jewish trials: illegality
  - 8.2.7 Roman trials: illegality
  - 8.2.8 Judas Iscariot: final act
  - *8.2.9 Method: Jesus' death
  - *8.2.10 Historical phrases
- 8.3 After Jesus' Death
  - *8.3.1 Resurrection: definition
  - 8.3.2 Jesus' appearances
  - 8.3.3 Resurrection: theories

9.0 Acts/Apostles

- 9.1 Acts
  - 9.1.1 Organizational structure
  - 9.1.2 Author
- 9.2 Jerusalem Church: Establishment
  - *9.2.1 Luke's purpose
  - 9.2.2 Site: first local church
  - *9.2.3 Simon Peter
  - 9.2.4 Pentecost
  - 9.2.5 Apostles: Jewish persecution
- 9.3 Judea/Samaria: Churches
  - 9.3.1 Saul's conversion
  - 9.3.2 Saul's transformation
  - 9.3.3 Peter's journeys
  - 9.3.4 Peter's deliverance
  - 9.3.5 Barnabus

BIBLE HISTORY, NEW TESTAMENT

- 9.4 Christian Church: Mediterranean World
  - 9.4.1 Paul's missionary campaigns
  - 9.4.2 Map: Paul's travels
  - 9.4.3 Paul's travels: significance
  - 9.4.4 Major events: Paul's life
  - 9.4.5 Paul's arrest
  - 9.4.6 Paul's imprisonment: Rome

10.0 The Epistles

- 10.1 Pauline Correspondence
  - *10.1.1 Author
  - 10.1.2 Form
  - *10.1.3 Chronological classification
  - 10.1.4 Travel epistles
  - 10.1.5 Prison correspondence
  - 10.1.6 Pastoral correspondence
- 10.2 General Epistles/General Letters/Catholic Epistles

11.0 The Apocalypse

- 11.1 Book of Revelation
  - 11.1.1 Author/Date
  - 11.1.2 Apocalyptic/Prophetic
  - 11.1.3 Environment
  - 11.1.4 Central message
- 11.2 Interpretation Problems

PERFORMANCE OBJECTIVES
BIBLE HISTORY, NEW TESTAMENT

This social studies course emphasizes the study of the New Testament from a historical viewpoint. The life of Jesus Christ as the founder of Christianity and the activities of Paul as the founder of the early Christian church are examined. Study of the political, social, geographical, and economic conditions provide background for historical analysis of the New Testament. Basic skills in the interpretation of historical maps and information are also taught. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Interpretation of Historical Maps and Information

*1.1 Students will become familiar with the basic geographical layout of the New Testament world by locating any of the following on a map of the Near East or the Roman Empire: Palestine, Syria, Asia Minor, Greece, Italy, North Africa, Egypt, Antioch, Constantinople, Alexandria, Jerusalem, Rome, Mediterranean Sea, Sea of Galilee, Dead Sea, Red Sea, Black Sea, Danube River, Rhine River.

1.2 Students will demonstrate knowledge of the use of legends on maps by:

(1) identifying two specific facts from the legend of any historical map; and

(2) distinguishing the type of information presented in any historical map.

1.3 Students will prepare a legend and label a map to correctly show specified historical information.

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*Indicates Minimum Level Skills

1.4 Students will demonstrate knowledge of the historical method of the interpretation of historical information by:

(1) identifying the steps of inquiry as identifying the problem, developing an hypothesis, gathering information, analyzing and evaluating the data, and reaching a conclusion;

(2) identifying frame of reference as a personal viewpoint or basis for interpretation of facts or opinions;

(3) selecting fact as a true statement of reality and opinion as a view or judgment of reality; and

(4) identifying primary source as an eye-witness account of an event and secondary source as an account of an event based on a primary source.

1.5 Students will demonstrate knowledge of the tools of inquiry by:

(1) classifying information;

(2) listing three analytical questions;

(3) listing three factors that influence frame of reference;

(4) classifying statements as facts or opinions; and

(5) determining if a reading is a primary or secondary source.

1.6 Students will demonstrate knowledge of the process of studying the New Testament as history by:

(1) selecting a definition of history; and

(2) identifying the Bible as a primary source in New Testament study.

1.7 Students will determine chronological order in the following manner:

(1) selecting a definition of chronological order; and

(2) arranging historical events in correct chronological order by placing them on a time line.

1.8 Students will demonstrate knowledge of the dating process in the following manner:

(1) identifying a definition of B.C. or A.D.;

*(2) determining the difference between the Roman calendar and the Christian calendar; and

(3) defining A.U.C.

2.0 The Christian Background

2.1 Students will demonstrate knowledge of Old Testament history in the following manner:

(1) determining the historical period covered by the Old Testament in relation to the coming of Christ;

(2) determining the relationship between the Old Testament period and New Testament times; and

(3) summarizing the main periods of Old Testament history.

2.2 Students will demonstrate knowledge of the Interbiblical Period in the following manner:

*(1) selecting a definition of the interbiblical period;

*(2) defining the "Apocrypha";

(3) briefly describing the four divisions of history in the interbiblical period; and

*(4) defining the Septuagint.

3.0 Cultural Setting: New Testament Era

3.1 Students will demonstrate knowledge of the geographical areas in the New Testament era by the following methods:

*(1) identifying the significance of the Roman Empire in the New Testament world;

(2) locating the boundaries of the Roman Empire on a New Testament map;

(3) identifying Achaia as the New Testament name for Greece;

*(4) identifying the significance of Palestine; and

(5) listing and describing the four geographical divisions in Palestine.

3.2 Students will identify that Jesus lived in the Roman world of the first Christian century.

*3.3 Students will determine why the civilization of the first Christian century is called "Graeco-Roman".

3.4 Students will demonstrate knowledge of government in the Roman Empire by the following methods:

*(1) determining that the greatest contribution the Romans made to the world was in the field of government and law;

(2) examining the power of the Emperor;

*(3) determining the legal status of the provinces within the Roman Empire;

(4) describing the role of the military;

(5) defining the "Pax Romana";

*(6) identifying a description of Herod the Great's cruel and despotic rule in Judea; and

*(7) identifying the role of Pontius Pilate in New Testament history.

3.5 Students will describe economic conditions within the Roman Empire.

*3.6 Students will demonstrate knowledge of Roman society by the following methods:

(1) identifying a description of any class in Roman society; and

(2) identifying an example of the decline of moral values within the Roman Empire.

3.7 Students will demonstrate knowledge of the languages used in the Roman world by:

*(1) identifying the two most prominent languages used in the Roman Empire; and

(2) identifying the two local languages found in Palestine at the time of Christ.

3.8 Students will demonstrate knowledge of education in the Roman Empire by the following methods:

(1) determining which groups received education;

(2) describing the nature of education in Rome; and

*(3) identifying a description of Jewish education.

3.9 Students will demonstrate knowledge of religions in the Roman Empire by the following methods:

*(1) defining polytheism; and

(2) describing the following beliefs or practices that came into vogue: agnosticism, occult religions, astrology, emperor worship, and eastern religions.

3.10 Students will demonstrate knowledge of the schools of philosophy in the Roman world by the following methods:

(1) defining philosophy;

(2) identifying a description of Platonism, Epicureanism, or Stoicism; and

*(3) determining why Platonism, Epicureanism, Stoicism, and other popular philosophies failed to satisfy the "ordinary man".

4.0 Jewish Life and Religion

4.1 Students will demonstrate knowledge of Judaism in the following manner:

*(1) identifying the "distinctive" characteristics of the Jewish religion;

*(2) distinguishing between the terms Hebrew (Israelites) and Jew;

(3) selecting a definition of the Diaspora;

(4) identifying the significance of the Temple;

*(5) determining the importance of the synagogue by identifying a description of its functions;

(6) listing and describing the seven feasts celebrated by the Jews of Jesus' day;

(7) identifying from a written description any of the following Jewish sects or groups: Pharisees, Sadducees, Essenes, and Herodians;

*(8) identifying the relationship between Jesus and the "Common People";

(9) identifying the functions of a scribe;

(10) examining the position of the Sanhedrin; and

(11) evaluating the declining state of Jewish religion.

4.2 Students will describe Jewish life in Palestine by the following methods:

(1) describing the six political regions of Palestine;

(2) describing the major cities of Palestine in relation to the life of Jesus;

(3) determining the chief occupations;

(4) describing the nature of family life; and

(5) discussing how the Jews in Palestine were treated by their Roman conquerors.

5.0 The Christian Records

*5.1 Students will determine the historical period covered by the New Testament in relation to the life of Christ.

5.2 Students will demonstrate knowledge of the structure of the New Testament works by the following methods:

(1) identifying the number of books in the New Testament;

*(2) identifying a description of the four types of books in the New Testament: Gospels, Acts, Epistles, or Apocalypse; and

(3) describing the chronology of the New Testament.

5.3 Students will demonstrate knowledge of the origin of New Testament records in the following manner:

(1) determining how and why the New Testament was written;

(2) differentiating between the meanings of testament and covenant;

(3) identifying the authors of the New Testament books;

*(4) determining the importance of "koiné" Greek for the New Testament world; and

*(5) selecting a definition of canon.

5.4 Students will demonstrate knowledge of the manuscripts of the New Testament in the following manner:

(1) differentiating between the scroll (roll) form of recorded writing and the codex (leaf) form of recorded writing;

(2) defining "autograph" and "manuscript";

(3) identifying the two types of manuscripts found in the New Testament; and

(4) listing the significant unical manuscripts.

5.5 Students will demonstrate knowledge of the versions of the New Testament in the following manner:

*(1) defining version;

(2) identifying the early or primary versions;

(3) tracing the development of the Anglo-Saxon version; and

(4) selecting the most popular of the English versions.

5.6 Students will demonstrate knowledge about the source of our knowledge of Jesus Christ in the following manner:

(1) describing the following sources outside the New Testament: Roman, Jewish, and noncanonical Christian; and

(2) describing the following sources within the New Testament: Oral Gospel, Canonical Gospels, Synoptic Gospels, Epistles of Paul, and later New Testament writings.

5.7 Students will consider the character and content of the New Testament books in the following manner:

*(1) differentiating between the oral Gospel and the canonical Gospels;

*(2) listing the four Gospels;

(3) defining the Synoptic Gospels;

(4) determining the authorship, date of writing, place of writing, and distinguishing characteristics of each Gospel; and

(5) describing the Acts, the Pauline Epistles, the General Epistles, and the Apocalypse.

6.0 Birth and Early Life of Jesus Christ (The Gospels)

6.1 Students will demonstrate knowledge of the events surrounding the birth of Jesus in the following manner:

(1) comparing Matthew and Luke's account of Jesus' birth;

(2) identifying Mary and Joseph;

(3) determining the date and place of Jesus' birth;

(4) describing the "annunciation" which heralded the advent of Jesus' birth;

*(5) defining incarnation;

(6) describing the birth of John the Baptist;

(7) recounting the story of the Wise Men; and

(8) examining the erroneous concepts concerning the birth of Jesus.

6.2 Students will describe the requirements of Mosaic law in connection with the birth of a son.

6.3 Students will examine the motive(s) for Herod's cruel orders following the Magi's visit.

6.4 Students will determine the significance of Jesus' visit to the Temple in Jerusalem at the age of twelve.

6.5 Students will determine the significance of John the Baptist in the following manner:

*(1) identifying the chief purpose of John's ministry;

(2) describing John's character and physical appearance;

(3) examining the message of John which drew the crowds and stirred the people;

(4) determining the reason for John's imprisonment; and

(5) summarizing the manner in which John met his death.

7.0 Ministry of Jesus Christ (The Gospels)

7.1 Students will develop a chronological chart of the divisions and events in Jesus' ministry.

7.2 Students will describe the temptations endured by Jesus in the wilderness for forty days.

7.3 Students will demonstrate knowledge of the early Judean ministry by the following methods:

*(1) identifying the significance of Jesus' baptism;

(2) identifying Jesus' first disciples;

*(3) selecting a definition of a miracle;

(4) describing the first miracle Jesus performed;

(5) determining the reasons for Jesus' cleansing of the Temple; and

(6) contrasting Nicodemus with the Samaritan woman and determining what they had in common.

7.4 Students will demonstrate knowledge of the Galilean ministry by the following methods:

*(1) identifying the two main factors contributing to Jesus' tremendous popularity during this time period;

(2) describing "heightened" miracles performed by Jesus during this time period;

(3) listing the twelve disciples of Jesus Christ;

*(4) identifying the significance of the Sermon on the Mount;

(5) defining a parable; and

*(6) identifying an example of a parable.

7.5 Students will demonstrate knowledge of the withdrawals from Galilee in the following manner:

(1) listing the four withdrawals or retirements; and

(2) determining the reasons for these periodic withdrawals.

7.6 Students will demonstrate knowledge of the late Judean ministry by describing the opposition building up against Christ.

7.7 Students will demonstrate knowledge about the Perean ministry in the following manner:

(1) determining that the cost of discipleship to Christ involves suffering and self-denial of some kind or another;

(2) describing the parables that Jesus spoke during this time period;

*(3) determining the effects of Jesus' raising Lazarus from the dead; and

(4) describing the attitude of Jesus concerning children.

8.0 Death and Resurrection of Jesus Christ (The Gospels)

8.1 Students will develop a chronological time line of the events in the last week of Jesus' life.

8.2 Students will demonstrate knowledge of specific events in the last week of Jesus' life by the following methods:

*(1) identifying the significance of Jesus' dramatic entrance into the Holy City;

(2) describing the composure of Christ in the presence of death;

*(3) identifying the role of Judas Iscariot;

*(4) identifying the significance of the Lord's Supper for Christians as symbolizing the continuation of life through Jesus Christ;

*(5) selecting a definition of the Passion Week;

(6) describing the illegal aspects of the Jewish trials;

(7) describing the illegal aspects of the Roman trials;

(8) discussing the last tragic act in the life of Judas Iscariot;

*(9) identifying the method by which Jesus met his death; and

*(10) identifying the meaning of any one of the historical phrases uttered by Jesus as he died on the cross.

8.3 Students will demonstrate knowledge of the events after Jesus' death in the following manner:

*(1) defining resurrection;

(2) summarizing the appearances of the resurrected Jesus; and

(3) examining various theories concerning the resurrection.

9.0 Acts of the Apostles

9.1 Students will demonstrate knowledge of the content in the book of Acts by the following methods:

(1) describing the three major divisions used in the organizational structure of the Acts; and

(2) identifying the author.

9.2 Students will demonstrate knowledge of the establishment of the church in Jerusalem by the following methods:

*(1) determining Luke's purpose for writing the Acts;

(2) identifying Jerusalem as the site where the first local church arose;

*(3) identifying the role of Simon Peter;

(4) describing the events of Pentecost; and

(5) examining the Jewish persecution of the Apostles.

9.3 Students will demonstrate knowledge of the beginnings of the church in Judea and Samaria by the following methods:

(1) tracing the development of Saul's conversion;

(2) examining Saul's transformation;

(3) tracing the journeys of Peter;

(4) describing the nature of Peter's deliverance; and

(5) identifying Barnabas.

9.4 Students will demonstrate knowledge of the development of the Christian church in the Mediterranean world by the following methods:

(1) describing Paul's missionary campaigns;

(2) producing a map of Paul's travels;

(3) identifying the significance of Paul's travels for Christianity;

(4) listing the major events in Paul's life during his travels;

(5) determining why Paul was arrested; and

(6) describing Paul's imprisonment in Rome.

10.0 The Epistles

10.1 Students will demonstrate knowledge of the Pauline correspondence in the following manner:

*(1) identifying the author of the Epistles;

(2) describing the general form of Paul's letters;

*(3) identifying the three chronological classifications of Paul's letters;

(4) examining the emphasis of the second and third journey correspondence in the travel epistles;

(5) examining the emphasis of the prison correspondence; and

(6) examining the emphasis of the pastoral correspondence.

10.2 Students will summarize the content of the eight epistles known as the General Letters, Catholic Epistles, or non-Pauline Epistles.

11.0 The Apocalypse

11.1 Students will demonstrate knowledge of the book of Revelation in the following manner:

(1) discussing the author and date of writing;

(2) differentiating between apocalyptic and prophetic;

(3) describing the environment during which apocalyptic writing was usually produced; and

(4) identifying the central message this book poses for the Christian of today.

11.2 Students will determine the problems inherent in interpreting the book of Revelation.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, NEW TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	**Topic**	**Teaching Time**	**Tested on**	**County Adopted**	**Supplementary**
1.0	Interpretation of Historical Maps and Information	3 days	MLST	Alexander Jones, *The Jerusalem Bible, New Testament* (New York: Doubleday and Company, Inc., 1968), maps following page 357, pp. 343-55.	John J. Bonstingl, *Introduction to the Social Sciences* (Boston: Allyn and Bacon, Inc., 1980), pp. 22-30. Edwin Fenton and J. Good, *The Shaping of Western Society: An Inquiry Approach* (New York: Holt, Rinehart, and Winston, 1968), pp. 17-33. H. J. Hester, *The Heart of the New Testament* (Liberty, Missouri: The Quality Press, Inc., 1962), p. 41. A. Mazour and J. Peoples, *Men and Nations* (New York: Harcourt, Brace, Jovanovich, Inc., 1975), pp. 137, 149. William E. Stevens, *A Guide For New Testament Study* (Nashville, Tennessee: Broadman Press, 1974), pp. 34, 123, 329.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, NEW TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	The Christian Background	3 weeks	MLST	Jones, Old Testament, pp. 3-4.	Hester, pp. 17-20. Mazour, pp. 53-56. Stevens, pp. 13-32.
3.0	Cultural Setting: New Testament Era	1 week	MLST		Hester, pp. 21-50. Mazour, pp. 123-59. Stevens, pp. 33-48.
4.0	Jewish Life and Religion	1 week	MLST		Hester, pp. 53-67. Mazour, pp. 53-56. Stevens, pp. 49-66.
5.0	The Christian Records	1 week	MLST	Jones, New Testament, pp. 3-4.	Hester, pp. 71-85. Stevens, pp. 69-122.
6.0	Birth/Early Life: Jesus Christ (Gospels)	1 week	MLST	Jones, New Testament, pp. 5-7 (Matthew 1-2), pp. 70-74 (Luke 1-2).	Hester, pp. 91-118. Stevens, pp. 123-47.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, NEW TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Ministry of Jesus Christ (Gospels)	1 week	MLST	Jones, New Testament, pp. 7-39 (Matthew 3-25), pp. 46-64 (Mark 1-13), pp. 74-104 (Luke 3-21, pp. 114-47 (John 1-17).	Hester, pp. 91-118. Stevens, pp. 147-226.
8.0	Death/ Resurrection: Jesus Christ	2 weeks	MLST	Jones, New Testament, pp. 39-45 (Matthew 26-28), pp. 64-69 (Mark 14-16), pp. 105-11 (Luke 22-24), pp. 147-53 (John 18-21).	Hester, pp. 187-232. Stevens, pp. 227-78.
9.0	Acts/Apostles	2 weeks	MLST	Jones, New Testament, pp. 154-93 (Acts 1-28).	Hester, pp. 237-319. Stevens, pp. 281-385.
10.0	The Epistles	2 weeks	MLST	Jones, New Testament, pp. 194-319 (Romans 1-Jude).	Hester, pp. 319-48. Stevens, pp. 389-421.

INTRODUCTION
BIBLE HISTORY, OLD TESTAMENT

State Accreditator Number. . 0496
Course Code Number 1915
F.T.E. Category. 1.10
Instructional Level. . . . . Standard

Report Card Abbreviation . . Bible Hist OT
Length of Course . . . . . . Semester
Credit . . . . 1/2 social studies credit
Grade Level. 10, 11, 12

Prerequisites

None

Textbook(s)

Jones, Alexander, The Jerusalem Bible (New York: Doubleday and Company, Inc., 1968).

Notes to Teachers

Students will master the concepts and skills developed for Bible History, Old Testament as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks. Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

This Social Studies course emphasizes Old Testament study in its historical setting. Much stress is placed on the social, economic, political, and geographical factors involved. Although The Jerusalem Bible is the county adopted textbook for this course, it should be recognized that the Old Testament is considered a primary source. Therefore it is strongly recommended that the teacher utilize the following textbooks:

> Hester, H. J., The Heart of Hebrew History (Liberty, Missouri: The Quality Press, Inc., 1962).
>
> Stevens, William E., A Guide for Old Testament Study (Nashville, Tennessee: Broadman Press, 1974).

Note to Teacher:

It is very important that a copy of Stevens' book be made available to each student. The books need not be used as consumables. Work packets have also been designed to provide instructional aid for teacher and student use.

BIBLE HISTORY, OLD TESTAMENT

1.0 Introduction

- 1.1 History
  - 1.1.1 General definitions
  - 1.1.2 Students' definition
- *1.2 Factual Information
  - 1.2.1 Fact/Opinion
  - 1.2.2 Primary/Secondary sources
- 1.3 Selecting/Arranging Data
  - 1.3.1 Information: classification
  - *1.3.2 Frame of reference: definition
  - 1.3.3 Frame of reference: influences
- *1.4 Historical Investigation: Systematic Approach
  - 1.4.1 Hypothesis
  - 1.4.2 Validation
- 1.5 Old Testament: Historical Value

2.0 The Bible

- *2.1 Definition: Bible
- *2.2 Contents
  - 2.2.1 Old Testament
  - 2.2.2 New Testament
- 2.3 Historical Process
  - 2.3.1 Authors
  - 2.3.2 Inspiration
- 2.4 Archaeology/Bible
  - *2.4.1 Archaeology: definition
  - 2.4.2 Archaeological finds
- 2.5 Various Translations
  - 2.5.1 Septuagint
  - 2.5.2 King James Version
  - 2.5.3 Revised Standard Version

3.0 Old Testament Books

- 3.1 Historical
  - 3.1.1 Pentateuch
  - 3.1.2 Joshua-Esther
- 3.2 Middle Five
  - 3.2.1 Five books
  - 3.2.2 Description
- 3.3 Prophetic
  - *3.3.1 Prophet: definition
  - 3.3.2 Major prophets
  - 3.3.3 Minor prophets
  - 3.3.4 Major/Minor: definition

4.0 Old Testament World

- *4.1 Map: Old Testament World
- 4.2 Canaan
  - *4.2.1 Definition
  - 4.2.2 Geographical features
  - 4.2.3 Important cities
  - 4.2.4 Cities: general layout

5.0 Hebrew Civilization

- 5.1 Culture/Civilization
  - *5.1.1 Characteristics
  - 5.1.2 Culture: examples
  - 5.1.3 Civilization: examples
- 5.2 Origin
- *5.3 Hebrew Life
  - 5.3.1 Nomadic society
  - 5.3.2 Patriarchal society
  - 5.3.3 Religious influence

BIBLE HISTORY, OLD TESTAMENT

- 5.4 Civilization: Contributions
  - 5.4.1 Literature: evaluation
  - 5.4.2 Examples
  - 5.4.3 Humane law
  - 5.4.4 Examples
  - 5.4.5 Philosophy: description
  - 5.4.6 Early/Late examples
- 5.5 Neighboring Civilizations
  - 5.5.1 Chaldeans
  - 5.5.2 Egyptians
  - 5.5.3 Philistines
  - 5.5.4 Canaanites
  - 5.5.5 Babylonians
  - 5.5.6 Persians

6.0 The Beginnings

- 6.1 The Creation
  - 6.1.1 Order
  - *6.1.2 Man
  - 6.1.3 Cultural phenomena
- 6.2 Temptation/Fall
  - *6.2.1 Sin
  - *6.2.2 Sin: origin
  - 6.2.3 Punishment
- *6.3 Adam/Eve
  - 6.3.1 Cain/Abel
  - 6.3.2 Seth
- 6.4 Noah's Importance
  - 6.4.1 Wickedness: early civilization
  - *6.4.2 Noah: significance
  - *6.4.3 Destruction
  - 6.4.4 God's Promise
  - *6.4.5 Tower of Babel
- 6.5 Archaeological Discoveries
  - 6.5.1 Semitic-Babylonian
  - 6.5.2 Gilgamesh epic
  - 6.5.3 Others

7.0 Hebrew Patriarchs

- 7.1 Patriarchy
- 7.2 Abraham
  - 7.2.1 God's command
  - *7.2.2 "God's Chosen People"
  - 7.2.3 Test of faith
- 7.3 Jacob
  - 7.3.1 Early treachery
  - 7.3.2 Character: change
  - 7.3.3 Reunion: Esau
- 7.4 Joseph
  - 7.4.1 Favorite son
  - 7.4.2 Slavery
  - *7.4.3 Reunion

8.0 Slavery to Exodus

- 8.1 Hebrew Persecution
- *8.2 Moses
- 8.3 The Exodus
  - 8.3.1 Ten plagues
  - *8.3.2 The Passover
  - 8.3.3 Red Sea crossing
- 8.4 Archaeological Item
- *8.5 God's Covenant
  - 8.5.1 Definition
  - 8.5.2 God's role
  - 8.5.3 God's law
- 8.6 Religion: Characteristics
  - 8.6.1 Law: supremacy
  - 8.6.2 Ritual
  - 8.6.3 Comparison

9.0 Conquest/Occupation

- 9.1 Canaan: Inhabitants
- 9.2 Canaan: Conquest
  - 9.2.1 Joshua
  - *9.2.2 Jericho
  - 9.2.3 Tribe of Levi
  - 9.2.4 Domestic life: changes

BIBLE HISTORY, OLD TESTAMENT

- 10.0 Hebrew History: Dark Ages
  - *10.1 Dark Ages
  - 10.2 The Book of Judges
    - *10.2.1 Judges: significance
    - 10.2.2 Judges: list
  - 10.3 History: Pattern
  - 10.4 Spiritual/Moral Degeneracy

- 11.0 United Hebrew Monarchy
  - 11.1 Significant Change: Hebrew Life
    - 11.1.1 Time period
    - *11.1.2 Monarchy
    - 11.1.3 Material wealth/splendor
  - 11.2 Samuel
  - 11.3 Saul
    - 11.3.1 Abilities
    - 11.3.2 Mistakes
    - 11.3.3 Consequences
    - 11.3.4 Saul's career
  - 11.4 David
    - *11.4.1 Early life
    - 11.4.2 Jonathan
    - 11.4.3 King of united Israel
    - *11.4.4 Jerusalem
    - 11.4.5 Conquests
    - 11.4.6 Great sin
    - 11.4.7 Personal character
    - 11.4.8 Evaluation
  - 11.5 Solomon
    - 11.5.1 Wisdom
    - 11.5.2 Temple: description
    - *11.5.3 Rule: weaknesses

- 12.0 Rival Kingdoms
  - 12.1 Division
  - 12.2 Underlying Causes
  - 12.3 Kingdom of Israel: Fall
    - *12.3.1 Chief cause
    - 12.3.2 Elijah
    - 12.3.3 Elisha
    - *12.3.4 "Lost Ten Tribes of Israel"
    - 12.3.5 Israel's history: appraisal
  - 12.4 Kingdom of Judah
    - 12.4.1 Strengths
    - 12.4.2 Change
    - 12.4.3 Nebuchadnezzar

- 13.0 Babylonian Captivity
  - *13.1 Definition
  - 13.2 Captivity: Conditions
  - *13.3 Aramaic Language
  - *13.4 Jew/Hebrew
  - 13.5 Captivity: Benefits
    - *13.5.1 Idolatry: end
    - 13.5.2 Synagogue: definition
    - *13.5.3 Synagogue: creation
    - 13.5.4 Individual responsibility
    - *13.5.5 Unity/Purpose
    - 13.5.6 Judaism: modern

- 14.0 Restoration
  - 14.1 Cyrus the Great
  - 14.2 Jerusalem: Conditions
  - 14.3 Old Testament Record: End

- 15.0 Prophetic Revolution
  - 15.1 Prophet's Work
  - 15.2 Great Prophets: 8th/7th Centuries B.C.
    - 15.2.1 Amos
    - 15.2.2 Hosea
    - 15.2.3 Isaiah
    - 15.2.4 Jeremiah

- 15.3 The Prophet's Message
  - 15.3.1 God of righteousness
  - 15.3.2 Lord of the universe
  - 15.3.3 High morals

16.0 Period of Persian Influence: 539-300 B.C.

- 16.1 Zoroastrianism
- 16.2 Beliefs Adopted
  - 16.2.1 Satan
  - 16.2.2 Spiritual savior
  - 16.2.3 Resurrection of the dead
  - 16.2.4 Salvation after death
  - 16.2.5 Revealed religion

PERFORMANCE OBJECTIVES
BIBLE HISTORY, OLD TESTAMENT

This social studies course emphasizes the study of the Old Testament from a historical viewpoint. The main body of the subject matter focuses on the story of the Hebrew civilization as it unfolds during the pre-Christian era. Much stress is placed on the colorful characters and events set in their social, economic, and political backgrounds. The student will find this period of history one of paradox as he studies how a small nation of short political duration helped to shape the history of the modern world. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to the Study of History

1.1 Students will identify a definition of the term history in the following manner:

(1) differentiating among a list of three or more generally accepted definitions; and

(2) composing their own definition.

*1.2 Students will demonstrate knowledge about factual information in the following manner:

(1) differentiating between a statement of fact and a statement of opinion; and

(2) identifying given sources as primary or secondary.

1.3 Students will determine the problems associated with the selection and arrangement of data by the following methods:

(1) classifying (grouping) a list of data;

*(2) selecting a definition of frame of reference as prior knowledge which influences an individual's viewpoint; and

(3) listing factors which influence frame of reference.

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* Indicates Minimum Level Skills

*1.4 Students will describe the process of historical investigation (historical method) as a systematic two step approach by the following methods:

(1) defining hypothesis; and

(2) selecting the process of gathering data as the major step in validating an hypothesis.

1.5 Students will discover the historical value of the Old Testament by giving examples of well-known primary sources of the Near East for the time period 4000-500 B.C.

2.0 The Bible

*2.1 Students will select a definition of the term Bible (as used in the English language) from the Latin term biblia, which means book.

*2.2 Students will demonstrate knowledge of the contents of the Bible by determining:

(1) the historical period covered by the Old Testament in relation to the coming of Christ; and

(2) the historical period covered by the New Testament in relation to the life of Christ.

2.3 Students will indicate their understanding of how the Bible was written in the following manner:

(1) listing the number of authors who are credited with having written the Bible and identifying their nationalities; and

(2) selecting a definition of the term "divine inspiration" as it relates to the authors of the Bible.

2.4 Students will demonstrate knowledge of the importance of archaeology to Old Testament study by the following:

*(1) selecting a definition of archaeology; and

(2) listing and describing the following significant archaeological finds: Tell-el-Amarna Letters, Code of Hammurabi, Moabite Stone, Siloam Inscription, Cylinder of Sennacherib, and the Dead Sea Scrolls.

2.5 Students will describe the following translations of the Bible:

(1) Septuagint;

(2) King James Version; and

(3) Revised Standard Version.

3.0 Old Testament Books

3.1 Students will identify the historical books of the Old Testament by the following methods:

(1) selecting a definition of Pentateuch; and

(2) listing the books from Joshua to Esther.

3.2 Students will identify the middle five books of the Old Testament by the following methods:

(1) listing the five books; and

(2) describing how their content differs from the historical books.

3.3 Students will identify the prophetic books by the following methods:

*(1) selecting a definition of the term prophet;

(2) listing the books of the major prophets;

(3) listing the books of the minor prophets; and

(4) selecting a definition of the terms major and minor as referring to the length of the book and not to its importance.

4.0 Old Testament World

*4.1 Students will become familiar with the basic geographical layout of the Old Testament world by locating on a map any of the following: Mediterranean Sea, Dead Sea, Red Sea, Nile River, Tigris River, Euphrates River, Canaan, Palestine, Sinai, Mesopotamia, Persia, Syria, Phoenicia, or Egypt.

4.2 Students will demonstrate knowledge about Canaan by the following methods:

*(1) selecting a definition of Canaan, (the Promised Land, Palestine, the Holy Land) in relation to the Hebrews;

(2) identifying various geographical features of Canaan;

(3) listing the important cities; and

(4) describing the general layout of the cities.

5.0 Hebrew Civilization

5.1 Students will differentiate between the terms simple culture and civilization by the following methods:

*(1) identifying characteristics of each;

(2) listing examples of societies we would label as cultures; and

(3) listing examples of ancient civilizations.

5.2 Students will describe the history of the Hebrew people as beginning with the leadership of Abraham.

*5.3 Students will demonstrate knowledge of Hebrew society in the following manner:

(1) selecting a definition of nomadic;

(2) identifying a description of a patriarchal society which emphasizes its basic characteristics; and

(3) identifying the major role religion played in Hebrew society as unifying the people.

5.4 Students will infer the contributions of Hebrew civilization to humanity by the following methods:

(1) evaluating the quality of Hebrew literature when compared to other literature of the area;

(2) listing examples of notable Hebrew literature;

(3) stating that Hebrew law was more "enlightened" or humane than other law codes of the time period;

(4) listing examples of humane laws in the Deuteronomic Code;

(5) describing the nature of Hebrew philosophy as personal and individual; and

(6) listing early and late examples of Hebrew philosophy (e.g. the Book of Proverbs, the Book of Ecclesiasticus, Ecclesiastes).

5.5 Students will determine the influence of neighboring civilizations on the Hebrew people by describing:

(1) the relationship between the Chaldeans and the Hebrews;

(2) the impact that the technologically advanced Egyptian civilization had on the comparatively immature Hebrew civilization;

(3) the war-like nature of the relationship between the Hebrews and the Philistines;

(4) the different standards of religious life and practices of the Canaanites and how it affected the Hebrews;

(5) the technologically advanced civilization of the Babylonians and the role they played in conquering the Kingdom of Judah; and

(6) the nature of Persian administrative practices as they related to the Jews.

6.0 The Beginnings

6.1 Students will demonstrate knowledge of the Creation according to Genesis by the following methods:

(1) making a list specifying what was created each day;

*(2) differentiating between the creation of man and all other creatures; and

(3) determining that the story of the Creation is an explanation by the Hebrew people of their beginning.

6.2 Students will demonstrate knowledge about man's temptation and fall as related in Genesis by the following methods:

*(1) selecting a definition of sin;

*(2) relating the origin of sin to Adam and Eve in the Garden of Eden; and

(3) stating the penalties God imposed for man's defiance of His word, and citing the passage which shows how in spite of man's tragic failure God offered hope to mankind.

*6.3 Students will demonstrate knowledge of the offspring of Adam and Eve by the following methods:

(1) differentiating between Cain and Abel; and

(2) determining the importance of Seth to the Hebrew people.

6.4 Students will discover the importance of Noah to religious history in the following manner:

(1) describing the great wickedness of this early civilization;

*(2) identifying the significance of Noah;

*(3) identifying the method and manner in which God both destroyed the world and yet saved man;

(4) describing the promise God gave to Noah and the significance of the rainbow; and

*(5) identifying the relationship between the story of the Tower of Babel and the beginning of nations.

6.5 Students will demonstrate their knowledge of the importance of the following archaeological discoveries to Creation by the following methods:

(1) comparing the Semitic-Babylonian version of the Creation with the Old Testament version;

(2) comparing the Gilgamesh Epic about the Creation with the Genesis account of the Creation; and

(3) listing other important archaeological items relating to the Creation.

7.0 Hebrew Patriarchs

7.1 Students will select a definition of the term patriarchy as a social and/or political organization in which the eldest male occupies the highest position of authority in all aspects of life.

7.2 Students will identify Abraham as the founder and father of the Hebrew race by the following methods:

(1) describing the command God gave to Abraham;

*(2) identifying the term "God's Chosen People"; and

(3) determining that Abraham's willingness to sacrifice Isaac was the ultimate proof of his faith and obedience to God.

7.3 Students will identify Jacob in the following manner:

(1) discussing Jacob's taking of his brother's birthright and blessing from their father;

(2) selecting that point in Jacob's life when his character changes and he devotes his life to the work of God; and

(3) describing Jacob's reunion with Esau.

7.4 Students will identify Joseph in the following manner:

(1) giving an example which points to Joseph as Jacob's favorite son;

(2) explaining why Joseph's brothers sold him into slavery; and

*(3) identifying the major events of Joseph's reunion with his family.

8.0 Slavery to Exodus

8.1 Students will list the three attempts of the Pharaoh to limit the growing Hebrew population in Egypt.

*8.2 Students will identify significant events in the life of Moses.

8.3 Students will explain the problems associated with the Exodus in the following manner:

(1) listing the plagues God inflicted on the Egyptians;

*(2) identifying how the Passover feast came about; and

(3) showing how the Hebrew people escaped the pharaoh's army.

8.4 Students will explain the significance of the document "The Tale of Sinuhe".

*8.5 Students will demonstrate knowledge of God's covenant with his people by the following methods:

(1) selecting a definition of covenant;

(2) identifying the nature of God's covenant with the Hebrew people; and

(3) identifying the basis of God's law.

8.6 Students will demonstrate knowledge of the characteristics of the Hebrew religion following the Exodus in the following manner:

(1) identifying the supremacy of God's law in the lives of the Hebrew people;

(2) identifying examples which illustrate the importance of ritual in the worship; and

(3) comparing the Hebrew religion with the Egyptian religion.

9.0 Conquest and Occupation

9.1 Students will compile a list of the various inhabitants of Canaan.

9.2 Students will demonstrate knowledge about the conquest of Canaan in the following manner:

(1) identifying Joshua as the leader who replaced Moses and defeated the Canaanites;

*(2) identifying the unusual manner in which the city of Jericho was taken;

(3) explaining why no land was given to the tribe of Levi; and

(4) comparing the domestic life of the Hebrews after the conquest of Canaan with their former nomadic life.

10.0 Dark Ages of Hebrew History

*10.1 Students will describe the Dark Ages as related in the Book of Judges.

10.2 Students will describe the judges by the following methods:

*(1) identifying the significance of the judges during the Dark Ages; and

(2) listing the judges.

10.3 Students will determine that a historical pattern repeats itself in the Book of Judges, by tracing the pattern in the story of Gideon (the people of God doing evil; Jehovah sending an oppressor to persecute and enslave them; the people in distress praying for deliverance; God raising up a judge to defeat the enemy and deliver the people).

10.4 Students will identify three examples of immoral behavior cited by the Book of Judges.

11.0 United Hebrew Monarchy

11.1 Students will determine a significant change in the nature of Hebrew life in the following manner:

(1) listing the time period of the United Hebrew Monarchy as beginning with the closing years of the judges and terminating with the death of Solomon around 950 B.C.;

*(2) selecting a definition of monarchy; and

(3) listing examples of the material wealth and splendor of the Hebrew nation during this period.

11.2 Students will identify Samuel as the leader who urged the Hebrew people to renounce their devotion to foreign gods and to return to Jehovah, warning them of the dangers of a monarchy.

11.3 Students will demonstrate knowledge of the reign of Saul by the following methods:

(1) listing Saul's qualities for kingship;

(2) listing Saul's mistakes; and

(3) describing the career of Saul.

11.4 Students will describe the career of David in the following manner:

*(1) identifying which event in David's early life made him a national hero;

(2) evaluating the friendship between Jonathan and David;

(3) summarizing the events leading to the anointment of David as king of all the tribes of Israel;

*(4) identifying Jerusalem as the Holy City which housed the ark;

(5) listing the areas David conquered which extended the Hebrew Kingdom to its height of territory;

(6) listing the various consequences of David's great sin with Bathsheba;

(7) evaluating the nature of David's personal character; and

(8) summarizing his leadership of the Hebrew people.

11.5 Students will identify Solomon in the following manner:

(1) evaluating the generally held view that Solomon was an exceptionally wise man;

(2) describing the magnificence of the temple that Solomon built to honor God; and

*(3) identifying the weaknesses during Solomon's rule, which led to the decline of the United Hebrew Kingdom.

12.0 Rival Kingdoms

12.1 Students will identify the direct cause of the split in the Hebrew Kingdom by describing Rehoboam's foolish behavior regarding the northern tribes.

12.2 Students will identify underlying causes of the split in the Hebrew Kingdom by comparing the Kingdom of Israel with the Kingdom of Judah.

12.3 Students will demonstrate knowledge about the fall of the Kingdom of Israel in the following manner:

*(1) determining the chief cause for the downfall of Israel;

(2) identifying the role of the prophet Elijah;

(3) identifying the role of the prophet Elisha;

*(4) determining why the Kingdom of Israel came to be called, "The Ten Lost Tribes of Israel"; and

(5) appraising the accomplishments of the Kingdom of Israel.

12.4 Students will demonstrate knowledge about the Kingdom of Judah by the following methods:

(1) identifying the strengths or advantages that enabled the Kingdom of Judah to survive another 134 years after the fall of the Kingdom of Israel;

(2) describing the radical change in the Kingdom of Judah under the wicked King Manasseh; and

(3) explaining the role of King Nebuchadnezzar of Babylonia in the total destruction of Jerusalem.

13.0 Babylonian Captivity

*13.1 Students will identify a description of the "Babylonian Captivity".

13.2 Students will describe the political, economic, and social conditions the Hebrews lived under during the Babylonian Captivity.

*13.3 Students will select the Aramaic language as the language which replaced the Hebrew language for everyday use during the Babylonian Captivity and continued in everyday use after the restoration.

*13.4 Students will select the term Jew as one denoting religion and the term Hebrew as one denoting bloodline (in direct descent from Jacob/Israel).

13.5 Students will describe the benefits derived from the Babylonian Captivity in the following manner:

*(1) showing that the Jews gave up idolatry and never practiced it again;

(2) defining the term synagogue;

*(3) describing how the synagogue came into existence;

(4) selecting the term "individual responsibility" as it relates to the Hebrew religion during the Captivity;

*(5) determining that the Jews developed an increased sense of unity and purpose that enabled them to stand together against outside influences; and

(6) determining that it was during the Babylonian Captivity that the modern religion Judaism came into being.

14.0 Restoration

14.1 Students will select Cyrus the Great as the ruler of the Persian Empire who conquered the Babylonian Empire and issued a proclamation allowing the Jews to return to their homeland.

14.2 Students will list the discouraging conditions the Jews encountered when they returned to Jerusalem.

14.3 Students will identify 400 B.C. as the end of the Old Testament record.

15.0 Prophetic Revolution

15.1 Students will describe the nature of the prophets' work by identifying the following concepts: (1) servants of Jehovah, (2) message for the present, (3) statesmanship, and (4) field of prediction.

15.2 Students will demonstrate knowledge about the great prophets of the eighth and seventh centuries B.C. by the following methods:

(1) describing Amos as the uncompromising prophet of righteousness who lived around 760 B.C. and came forth to save his people from the state of moral corruption and spiritual decay into which they had descended;

(2) describing Hosea, a contemporary of Amos, as a prophet of real repentance whose tragic personal experience with his wife Gomer illustrates God's relationship with Israel;

(3) describing Isaiah, who lived in the critical days of Assyrian domination, as the prophet by which all the others are measured and by listing those qualities which made him a great prophet; and

(4) describing Jeremiah as a prophet who ministered to the people during the Babylonian Captivity and who made the following contributions to Judaism: (1) true religion is essentially spiritual in nature and (2) personal responsibility is inescapable.

15.3 Students will identify the three basic doctrines the prophets taught in the following manner:

(1) describing God as a god of righteousness only and by ascribing evil to man;

(2) describing God as the Lord of the universe with other gods being false; and

(3) describing the purpose of religion as being more concerned with high morals and obedience and less concerned with ritual and sacrifice.

16.0 Period of Persian Influence: 539-300 B.C.

16.1 Students will select Zoroastrianism, which gained widespread acceptance through much of western Asia, as the religion of the Persian Empire.

16.2 Students will demonstrate knowledge about the beliefs the Jews adopted from Zoroastrianism in the following manner:

(1) identifying Satan, not man, as the source of evil;

(2) identifying a spiritual savior as one who will come to save mankind;

(3) describing the resurrection of the dead as life after death;

(4) describing salvation in an afterworld as more important than enjoyment of this life; and

(5) explaining the term "revealed religion".

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, OLD TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction to the Study of History	3 days	MLST		John J. Bonstingl, Introduction to the Social Sciences (Boston: Allyn and Bacon, Inc., 1980), pp. 22, 30, 346-49. Edward M. Burns, Western Civilizations: Their History and Culture (New York: W. W. Norton and Company, Inc., 1973), pp. 3-4. Edwin Fenton and J. Good, The Shaping of Western Society: An Inquiry Approach (New York: Holt, Rinehart and Winston, 1968), pp. 17-33. H. J. Hester, The Heart of Hebrew History (Liberty, Missouri: The Quality Press, Inc., 1962), pp. 39-45. William E. Stevens, A Guide For Old Testament Study (Nashville, Tennessee: Broadman Press, 1974), pp. 17-18.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, OLD TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	The Bible	3 days	MLST		William S. Deal, *Baker's Pictorial Introduction to the Bible* (Grand Rapids, Michigan: Baker Book House, 1976), pp. 13-22. Hester, pp. 3-9, 42-45. Stevens, pp. 11-18.
3.0	Old Testament Breakdown	1 day		Alexander Jones, *The Jerusalem Bible* (New York: Doubleday and Company, Inc., 1968), pp. vi-vii, 3-4.	J. Sidlow Baxter, *Explore the Book* (Grand Rapids, Michigan: Zondervan Publishing House, 1960), pp. 15-18. Stevens, pp. 19-21.
4.0	Old Testament World	2 days	MLST		Hester, pp. 15-32. A. Mazour and J. Peoples, *Men and Nations* (New York: Harcourt Brace Jovanovich, Inc., 1975), pp. 37, 54. Stevens, pp. 23-25.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, OLD TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
5.0	Hebrew Civilization	2 weeks	MLST	Jones, pp. 201-15 (Deuteronomy 12-26).	Burns, pp. 8-19. 26-27, 84-88. Deal, pp. 135-66. Hester, pp. 55-63, 83-85, 111-14, 297-312. Mazour, pp. 17-33, 46, 53-56. Stevens, pp. 269-76.
6.0	The Beginnings	2 weeks	MLST	Jones, pp. 5-15 (Genesis 1-11).	Deal, pp. 25-28. Hester, pp. 68-79. Werner Keller, The Bible as History (New York: William Morrow and Company, 1969), pp. 32-39. Stevens, pp. 26-35.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, OLD TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Hebrew Patriarchs	1 week	MLST	Jones, pp. 15-18 (Genesis 12-15), pp. 24-25 (Genesis 22), pp. 28-29 (Genesis 25:19-34), pp. 30-39 (Genesis 27-33), pp. 42-54 (Genesis 37-47).	Deal, pp. 28-37. Hester, pp. 83-107. Stevens, pp. 36-67.
8.0	Slavery to Exodus	2 weeks		Jones, pp. 60-75 (Exodus 1-14), pp. 80-86 (Exodus 19-24), pp. 91-2 (Exodus 27-29), pp. 97-9 (Exodus 34), pp. 106-13 (Leviticus 1-7), pp. 193-201 (Deuteronomy 3:21-49, 5-11).	Deal, pp. 37-51. Edwin Fenton, 32 Problems in World History (Chicago: Scott, Foresman and Company, 1969), pp. 22-26. Mazour, p. 33. Stevens, pp. 68-95.
9.0	Conquest and Occupation	1 week	MLST	Jones, pp. 158-60 (Numbers 13), pp. 231-45 (Joshua 1-12), pp. 253-54 (Joshua 21).	Deal, pp. 51-76. Hester, pp. 139-55, 161-62. Stevens, pp. 96-122.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, OLD TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
10.0	Dark Ages of Hebrew History	1 week	MLST	Jones, pp. 262-89 (Judges 2:6, 3-21).	Deal, pp. 76-82. Hester, pp. 155-60. Stevens, pp. 123-34.
11.0	United Hebrew Monarchy	2 weeks	MLST	Jones, pp. 295-99 (I Samuel 1-3), pp. 301-52 (I Samuel 7-31, II Samuel 1-20), pp. 364-77 (Kings 3-11), pp. 439-43 (I Chronicles 10-12), pp. 458-67 (I Chronicles 29:21-30).	Deal, pp. 87-103. Hester, pp. 165-96. Stevens, pp. 136-79.
12.0	Rival Kingdoms	1 week	MLST	Jones, pp. 377-79 (I Kings 12-14), pp. 384-87 (I Kings 17-19), pp. 394-402 (II Kings 2-8), pp. 412-20 (II Kings 17-22), pp. 423-25 (II Kings 23:31-37, 24-25), pp. 467-69 (II Chronicles 10-12), pp. 488-95 (II Chronicles 32-36), pp. 1082-84 (Jeremiah 7-8), pp. 1108-09 (Jeremiah 25:1-13), pp. 1150-52 (Jeremiah 52).	Burns, p. 78. Deal, pp. 103-11. Hester, pp. 199-246. Stevens, pp. 180-236.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
BIBLE HISTORY, OLD TESTAMENT

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
13.0	Babylonian Captivity	1 week	MLST	Jones, pp. 423-25 (II Kings 23:31-37, 24-25), pp. 494-95 (II Chronicles 26), pp. 1108-09 (Jeremiah 25:1-13), pp. 1271-72 (Hosea 14).	Hester, pp. 249-57. Stevens, pp. 235-45.
14.0	Restoration	2 days		Jones, pp. 496-514 (Ezra 1-8).	Deal, pp. 112-25. Hester, pp. 257-70. Stevens, pp. 245-62.
15.0	Prophetic Revolution	1 week		Jones, pp. 969-70, pp. 1282-87 (Amos 3-6), p. 979 (Isaiah 6), p. 992 (Isaiah 14:24-27), p. 998 (Isaiah 20), pp. 1014-17 (Isaiah 30-34), pp. 1022-26 (Isaiah 37-39), pp. 1069-70 (Jeremiah 1), pp. 1113-22 (Jeremiah 29-33), pp. 1258-60 (Hosea 1-3), pp. 1282-87 (Amos 3-6).	Burns, p. 82. Deal, pp. 169-86, 209-11, 214-17. Hester, pp. 273-95. Stevens, pp. 263-68.
16.0	Period of Persian Influence	1 week			Burns, pp. 83-84.

INTRODUCTION
COMPARATIVE INSTITUTIONS (AVC)

State Accreditator Number. .	0419
Course Code Number	2029
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . .	Comp Inst AVC
Length of Course	Semester
Credit	1/2
Grade Level.	11, 12

Prerequisites

None

Textbook(s)

Coleman, John R., et al, Comparative Economic Systems (New York: Holt, Rinehart and Winston, Inc., 1974).

Fenton, Edwin, et al, Comparative Political Systems (New York: Holt, Rinehart and Winston, Inc., 1973).

Rogers, Diane P. & Clark, Robert J., Inside World Politics (New York: Allyn and Bacon, Inc., 1974).

Notes to Teachers

Students will master the concepts and skills developed for Comparative Institutions (AVC) as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

COMPARATIVE INSTITUTIONS (AVC)

1.0 Critical Thinking

- *1.1 Definition
- 1.2 Analytical Questions
  - 1.2.1 Definition
  - 1.2.2 Examples
- *1.3 Recognize Fact/Opinion
- 1.4 Barriers to Critical Thinking
  - *1.4.1 Define propaganda
  - 1.4.2 Types of propaganda
  - *1.4.3 Define prejudice
  - 1.4.4 Define stereotyping
  - 1.4.5 Examples of stereotyping
  - *1.4.6 Define rumor
- 1.5 Facts/Concepts/Generalizations
- 1.6 Steps of Reasoning

2.0 Cultural Institutions

- 2.1 Define Culture
- *2.2 Define Institution
- 2.3 General Classifications
  - *2.3.1 Political
  - *2.3.2 Economic
  - 2.3.3 Social

3.0 Political Systems

- 3.1 Basic Concepts used in Analyzing Political Systems
  - 3.1.1 List concepts
  - 3.1.2 Define concepts
  - 3.1.3 Analytical questions
- 3.2 Values
- 3.3 Classifications
  - 3.3.1 Methods
  - *3.3.2 Democratic
  - 3.3.3 Authoritarian
  - *3.3.4 Totalitarian
- *3.4 Philosophies that Produce Totalitarian Systems
  - 3.4.1 Examples of fascist governments
  - 3.4.2 Characteristics of fascism
  - 3.4.3 Define communism
- 3.5 Political Spectrum
  - 3.5.1 Draw/Label
  - 3.5.2 Meaning of labels
- 3.6 Types of Governments Based on Distribution of Power
  - *3.6.1 Anarchy
  - *3.6.2 Republic
  - *3.6.3 Monarchy
  - 3.6.4 Constitutional monarchy
  - 3.6.5 Military dictatorship
  - 3.6.6 Oligarchy
  - 3.6.7 Theocracy
  - 3.6.8 Aristocracy

4.0 History of Democratic Thinking

- *4.1 Athens/Rome
- 4.2 England
  - 4.2.1 Magna Carta
  - 4.2.2 Common law
  - 4.2.3 Bill of Rights
- 4.3 John Locke's Social Contract Theory
  - *4.3.1 Understanding the philosophy
  - 4.3.2 Use in Declaration of Independence
- 4.4 American Colonies
  - *4.4.1 Charters
  - 4.4.2 Mayflower Compact
  - 4.4.3 Legislatures
  - *4.4.4 John Peter Zenger case

* Indicates Minimum Level Skills

COMPARATIVE INSTITUTIONS (AVC)

- 5.0 The U. S.: An Example of a Democratic Political System
  - 5.1 Federalism
  - *5.2 Separation of Powers
    - 5.2.1 Specific powers of government
    - 5.2.2 Government institutions
    - 5.2.3 Examples of checks and balances
  - 5.3 Bill of Rights
  - 5.4 Political Parties
    - 5.4.1 Two party systems
    - *5.4.2 Selection of candidates
  - 5.5 Interest Groups: Purpose/Function

- 6.0 Soviet Union: A Totalitarian System/Background Philosophy/Geography/History
  - 6.1 Philosophy of Communism
    - *6.1.1 Karl Marx
    - 6.1.2 Communist Manifesto
    - 6.1.3 Dialectic
    - 6.1.4 Diagram of the dialectic
    - *6.1.5 Define historical materialism
    - 6.1.6 Stages of history according to Marx
    - 6.1.7 Dialectical materialism
    - 6.1.8 Define: bourgeoisie, proletariat
  - 6.2 Geography of U.S.S.R.
    - *6.2.1 Largest country in world
    - 6.2.2 Map locations
    - *6.2.3 Climate handicap
    - *6.2.4 Population distribution
    - *6.2.5 Limited access to open seas
  - 6.3 Pre-Revolutionary Russia
    - *6.3.1 Rule by czars
    - 6.3.2 Non-industrial
    - 6.3.3 Weak military power
    - *6.3.4 Unequal class structure
    - 6.3.5 Professional intelligentsia class
    - *6.3.6 Lenin
  - 6.4 Events Leading to Russian Revolution
    - 6.4.1 Russian Social Democratic Labor Party
    - 6.4.2 Bolsheviks/Mensheviks
    - 6.4.3 Lenin changes ideas of Marx
    - 6.4.4 Loss of Russo-Japanese War/Bloody Sunday
    - *6.4.5 Establishment of Duma
    - 6.4.6 Leon Trotsky
    - 6.4.7 Russia enters WW I
    - 6.4.8 Duma takes over government
    - 6.4.9 "Peace, land, and bread"
    - *6.4.10 Communist Revolution

- 7.0 Leadership in the Soviet Union (1917-1980)
  - 7.1 Lenin (1917-1924)
    - 7.1.1 Treaty of Brest-Litovsk
    - *7.1.2 Unification U.S.S.R.
    - 7.1.3 New Economic Policy (NEP)
    - 7.1.4 Trotsky vs. Stalin

COMPARATIVE INSTITUTIONS (AVC)

- 7.2 Soviet Union under Joseph Stalin (1924-1953)
  - 7.2.1 Purges
  - *7.2.2 Executions/Exiles/ Forced labor camps
  - *7.2.3 5-year plans
  - 7.2.4 Philosophy of "the end justifies the means"
  - 7.2.5 Allied powers in WW II
  - *7.2.6 Balkan area
  - 7.2.7 Cold War
- 7.3 Soviet Union under Nikita Khrushchev (1953-1964)
  - *7.3.1 De-Stalinization
  - 7.3.2 Sputnik
  - 7.3.3 Khrushchev deposed
- 7.4 Soviet Union under Brezhnev/ Kosygin (1964-1980)
  - 7.4.1 Brezhnev
  - 7.4.2 Foreign policy

8.0 Soviet Political System

- 8.1 Constitution
- 8.2 Federal System
- 8.3 Communist Party
  - *8.3.1 Elected officials
  - 8.3.2 Party membership
  - *8.3.3 Politburo
  - 8.3.4 First Secretary: Communist party
  - 8.3.5 Control
- 8.4 Structure of Government
  - *8.4.1 Supreme Soviet
  - 8.4.2 Power of Supreme Soviet
  - 8.4.3 Premier
- 8.5 Soviet Judicial System
  - 8.5.1 Court system
  - *8.5.2 Judgements in Soviet courts
  - 8.5.3 Compare/Contrast: U.S., Soviet judicial systems

9.0 Comparative Economic Systems

- 9.1 Define Economics
- 9.2 Define Economic Systems
- 9.3 Scarcity
  - *9.3.1 Definition
  - 9.3.2 Universal problem
  - 9.3.3 Relate to a current world problem
- 9.4 Three Questions: Economic Choices
- 9.5 Classifications of Economic Systems
  - 9.5.1 Identify three classifications
  - 9.5.2 Define classifications
  - 9.5.3 Economies along a spectrum
  - 9.5.4 No pure form
- 9.6 Capitalism
  - *9.6.1 Economic philosophy: United States
  - 9.6.2 Capitalism: four parts
- 9.7 Socialism
  - 9.7.1 Economic philosophy: Soviet Union
  - 9.7.2 Define socialism

10.0 Other Communist Countries in the World

- 10.1 People's Republic of China
- 10.2 Communist Countries: Eastern Europe
- 10.3 Cuba
- 10.4 Communist countries: Southeast Asia

PERFORMANCE OBJECTIVES
COMPARATIVE INSTITUTIONS (AVC)

Comparative Institutions is designed to cover generally a study of critical thinking, cultural institutions, political systems, and economic systems. Meeting the state requirement for AVC, it analyzes the United States as it developed as a democratic system and the Soviet Union as it developed as a totalitarian system. Skills and knowledge gained from the general study can also be used to analyze other communist or democratic countries. Successful completion of this course is based on teacher judgement and the requirement that students pass the Minimum Level Skills Test.

PERFORMANCE OBJECTIVES

1.0 Critical Thinking

*1.1 Students will identify a word phrase that describes critical thinking as the ability to use reason, and analysis, and to weigh alternatives and consequences, when solving problems or making generalizations.

1.2 Students will demonstrate a knowledge of analytical questions by: (1) defining analytical; and (2) identifying an example of an analytical question in relation to a specific concept.

*1.3 Students will select examples of factual statements and opinion statements.

1.4 Students will demonstrate knowledge of the barriers to critical thinking by:

*(1) identifying the definition of propaganda as efforts to sway opinion to a particular way of thinking;

(2) identifying the types of propaganda as testimonial, slant the facts, glittering generalities, name calling, repetition, get on the bandwagon, and plain folks;

*(3) identifying a definition of prejudice as forming an opinion before studying the facts;

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* Indicates Minimum Level Skills

(4) identifying the definition of stereotyping;

(5) analyzing examples of stereotyping in order to point out the fallacy of generalizing from a limited amount of information; and

*(6) identifying the definition of rumor as an emotional opinion that passes from one person to another with no known basis for its truth.

1.5 Students will classify statements or words as facts, concepts, or generalizations when given articles from newspapers or periodicals.

1.6 Students will list the steps of reasoning used to solve a problem or verify a hypothesis.

2.0 Cultural Institutions

2.1 Students will identify the definition of culture as the way of life of a group of people.

*2.2 Students will identify the definition of institution as a set pattern or way of doing something.

2.3 Students will demonstrate knowledge of the general classifications of institutions by identifying:

*(1) political institutions as ways to provide and insure order in a culture;

*(2) economic institutions ways to allocate and use resources in a culture; and

(3) social institutions as norms and customs in relation to family, education, and religion.

3.0 Political Systems

3.1 Students will demonstrate a knowledge of the basic concepts used in analyzing political systems by:

(1) listing the five concepts (political decision makers, political decision making, political institutions, political culture, ideology and citizenship) used to analyze political systems;

(2) explaining the general meaning of each and

(3) composing at least one analytical question that could be asked about each concept.

3.2 Students will identify that the values of the citizens partially determine the political system that will evolve in any given area.

3.3 Students will demonstrate knowledge of the classification of political systems by identifying:

(1) that political systems are classified according to the degree of control in the system;

*(2) a word phrase that defines a democratic system as one with limited government controls in which the people govern themselves;

(3) a word phrase that defines an authoritarian system as one in which there is no political freedom; and

*(4) a word phrase that defines a totalitarian system as one in which there is total control over the people's way of life.

*3.4 Students will demonstrate knowledge of philosophies that produce totalitarian systems by:

(1) choosing Germany and Italy as countries that had fascist governments in the pre-World War II period;

(2) identifying characteristics of fascism as extreme nationalism, anti-communism, and dictatorial leadership; and

(3) identifying the definition of communism as a philosophy that advocates a system in which there are no class distinctions and all property is owned in common.

3.5 Students will demonstrate a knowledge of the political spectrum by:

(1) drawing and labeling a political spectrum including radical left, liberal, moderate, conservative, reactionary; and

(2) explaining the general thinking of individuals who are identified as radical, liberal, moderate, conservative, or reactionary.

3.6 Students will demonstrate knowledge of types of government based on how power is distributed by identifying:

*(1) the definition of anarchy as having no leadership and no laws;

*(2) the definition of republic as having elected leaders;

*(3) the definition of monarchy as rule that is inherited;

(4) the definition of constitutional monarchy as one which has a figure head monarch, whose chief executive comes from being the leader of the majority party in the legislative body;

(5) the definition of military dictatorship as one where the military leader has the power;

(6) the definition of oligarchy as rule by a few;

(7) the definition of theocracy as rule by a religious group; and

(8) the definition of aristocracy as rule by the rich.

4.0 History of Democratic Thinking

*4.1 Students will identify that the ideas of democracy and representative government came from the ancient cultures of Athens and Rome.

4.2 Students will demonstrate knowledge of the contributions from England to democratic thinking by:

(1) selecting an example (as when King John was forced to sign the Magna Carta) of a contribution to democratic thought in England:

(2) identifying the use of English common law as a contribution to democratic ideals; and

(3) identifying the English Bill of Rights as a contribution to the development of the democratic system.

4.3 Students will demonstrate knowledge of John Locke's Social Contract Theory by:

*(1) identifying John Locke's theory as the idea that government should protect life, liberty, and property and that government should be established by the consent of the people; and

(2) selecting from a passage in the Declaration of Independence the word phrase that exemplifies John Locke's philosophy of government.

4.4 The student will demostrate knowledge of the contribution to democratic thinking from the American Colonial period by:

*(1) identifying written charters as having established the political rights of the colonists;

(2) stating that the signing of the Mayflower Compact by the members of Plymouth Colony was an example of direct democracy;

(3) stating that colonies had two-house legislatures with the lower house members elected by qualified voters; and

*(4) identifying the case of John Peter Zenger as one which helped to establish the principle of freedom of the press.

5.0 The United States: An Example of A Democratic Political System

5.1 Students will identify a word phrase that best defines federalism.

*5.2 Students will demonstrate knowledge of the separation of powers by identifying:

(1) the definition of legislative power, executive power, or judicial power;

(2) the national government institution which has legislative power, executive power, and judicial power; and

(3) the government institution that has the power to do one of the following: veto laws, impeach officials, or decide if a law is unconstitutional.

5.3 Students will identify that the purpose of the Bill of Rights is to have in writing a guaranteed protection of individual liberties and civil rights.

5.4 Students will demonstrate knowledge of political parties by identifying:

(1) the two major parties in the United States; and

*(2) one of the two ways (conventions, primaries) by which political parties in the United States select candidates to represent their party in an election.

5.5 Students will state the purpose and political function of interest groups in the United States.

6.0 Soviet Union: A Totalitarian System, Background Philosophy, Geography, and History

6.1 Students will demonstrate knowledge of the philosophy of communism by:

*(1) identifying the one man primarily responsible for the philosophy of communism;

(2) identifying the two men who wrote the book, Communist Manifesto (Karl Marx, Friederich Engels);

(3) identifying the definition of dialectic as a philosophy which gives reasons for changing conditions in a society and identify G. W. F. Hegal as the man responsible for this philosophy;

(4) drawing a diagram of the dialectic and generally explaining the condition in society at each of the three stages (thesis, antithesis, and synthesis);

*(5) identifying historical materialism as the belief of Marx that change in society is caused by a class struggle for economic power between the "haves" and the "have-nots";

(6) explaining the stages of history that Marx said a society would go through before it evolved into a system of communism;

(7) explaining Marx's theory of dialectical materialism; and

(8) identifying the definition of bourgeoisie and proletariat.

6.2 The student will demonstrate knowledge of the geography of the Soviet Union by:

*(1) naming the Soviet Union as the largest country in the world;

(2) locating on a map of the Soviet Union the climatic vegetation regions (tundra, taiga, steppe, desert, Mediterranean), the Ural Mountains, the major rivers (Volga, Don, Dnieper), Black Sea, Caspian Sea, Baltic Sea, Siberia, and major cities (Moscow, Leningrad, Vladivostok, Odessa, Volgagrad, Baku);

*(3) stating that most of the Soviet Union has an extremely cold climate;

*(4) stating that most of the people in the Soviet Union live west of the Ural Mountains; and

*(5) stating that the Soviet Union is partially landlocked because it has limited access to open seas.

6.3 Students will demonstrate knowledge of the events and conditions of pre-revolutionary Russia by:

*(1) stating that for centuries Russia was ruled by Czars with autocratic power;

(2) stating that Russia was a backward, non-industrial country at the beginning of the 20th Century;

(3) stating one reason why Russia was thought to be a weak military power (lost Crimean War, Russo-Japanese War) in the period prior to the Revolution;

*(4) identifying that most of the people in Russia before the communist revolution were land poor peasants;

(5) identifying the class of citizens in Russia which would most likely produce the revolutionaries as the professional intelligentsia and pointing out why they would come from this class; and

*(6) identifying Lenin as the leader of the Russian Revolution.

6.4 Students will demonstrate knowledge of events leading to the Russian Revolution by:

(1) naming the Russian Socialist Democrat Labor Party as the first name of the Communist Party in the beginning stages of organizing the revolutionaries;

(2) naming the Bolsheviks (majority) and Mensheviks (minority) as the two groups into which the Communist Party split;

(3) identifying one change that Lenin made in Marx's ideas to fit the conditions in Russia;

(4) listing two events that occurred in 1905 that contributed to the loss of loyalty to Czar Nicholas II and his government;

*(5) identifying that Czar Nicholas II established a law making body (the Duma) to give the people some voice in the government;

(6) identifying Leon Trotsky as the revolutionary who organized the Soviets in the factories,and give one reason why this was very advantageous to the revolutionary movement;

(7) identifying that the entrance into World War I contributed to the discontented feelings of the Russian people;

(8) identifying the Duma as the provisional government which took over when Czar Nicholas II abdicated in March 1917;

(9) identify one of Lenin's propaganda slogans as "peace, land, and bread"; and

*(10) selecting 1917 or near the end of World War I as the time when the Communist Revolution occurred in Russia.

7.0 Leadership in the Soviet Union (1917-1980)

7.1 Students will demonstrate knowledge of the Soviet Union under the leadership of Lenin by:

(1) stating that the Soviet Union signed the Treaty of Brest-Litovsk which got them out of World War I;

*(2) identifying Lenin as the leader who finally unified the Soviet Union under the Communist banner after three years of civil war;

(3) identifying New Economic Policy and explaining why Lenin issued the economic policy for the country; and

(4) identifying Joseph Stalin as the leader who emerged as the sole ruler from the struggle for power with Leon Trotsky after Lenin's death.

7.2 Students will demonstrate knowledge of the Soviet Union under Joseph Stalin by:

(1) identifying the Stalinist purges;

*(2) stating that under Stalin the Soviet Union became an extreme totalitarian state where many citizens were executed, exiled, or put in forced labor camps;

*(3) identifying the five-year plans as a means to get the Soviet Union moving toward becoming a highly industrialized military power;

(4) explaining the philosophy of "the end justifies the means" and pointing out how it applies to Stalin's leadership of the Soviet Union;

(5) stating that the Soviet Union joined forces with the Allied Powers to defeat the Gernams in World War II;

*(6) identifying that the Soviet Union established Communist governments in Eastern Europe at the end of World Way II; and

(7) explaining the meaning of the Cold War in relation to the ideological conflict between the United States and the Soviet Union.

7.3 Students will demonstrate knowledge of the Soviet Union under Nikita Khrushchev by:

*(1) selecting a word phrase that explains de-Stalinization as when Khrushchev denounced Stalin and ordered all pictures and statues of Stalin destroyed;

(2) identifying the successful launching of Sputnik, a space satellite, as an accomplishment in space technology in the Soviet Union; and

(3) giving one reason (agricultural problems, Sino-Soviet split, Cuban missile crisis) why Khrushchev was forced to resign in 1964.

7.4 Students will demonstrate knowledge of the Soviet Union under Brezhnev and Kosygin by:

(1) identifying Brezhnev as First Secretary of the Communist Party who has more power than Kosygin to affect action in the Soviet Union; and

(2) analyzing the foreign policy of the Soviet Union in relation to detente and the SALT treaties to determine why these policies are important to the Soviet national interest.

8.0 Soviet Political System

8.1 Students will state that the Soviet Union has a written constitution.

8.2 Students will state that the Soviet Union has a federal system with one national government and 15 decentralized parts called republics.

8.3 Students will demonstrate knowledge of the Communist Party as the one and only party in the Soviet Union by:

*(1) identifying that all elected officials either belong to or are approved by the Communist Party;

(2) stating that approximately 6% of the total population are Party members;

*(3) identifying the Politburo as the Central Party Committee that in reality directs all policy and action for both the Party and the state;

(4) identifying the First Secretary of the Communist Party as the head of the Politburo; and

(5) identifying that the Communist Party controls every aspect of Soviet life.

8.4 Students will demonstrate knowledge of the structure of government in the Soviet Union by:

*(1) identifying the Supreme Soviet as the legislative body in the Soviet Union, with two houses (the Soviet of Nationalities, the Soviet of the Union);

(2) analyzing a reading on the Supreme Soviet to determine how much power it actually has to draft laws for the country; and

(3) identifying the Premier as the chief executive in the government of the Soviet Union, according to the constitution.

8.5 Students will demonstrate knowledge of the Soviet judicial system by:

(1) identifying one kind of court (Supreme Court of the U.S.S.R., Supreme Court of the Republic, Provincial Courts, People's Courts) in the Soviet Union;

*(2) identifying that trial decisions in Soviet courts are made primarily by the judges rather than by a jury; and

(3) comparing and contrasting the United States judicial system with the judicial system of the Soviet Union.

9.0 Comparative Economic Systems

9.1 Students will identify the definition of economics as the study of how people at different times and in different places choose to use their resources according to their values.

9.2 Students will identify the definition of economic systems as different ways in which people make economic choices.

9.3 Students will demonstrate knowledge of the problem of scarcity by:

*(1) identifying a word phrase that defines scarcity as when resources are limited and wants are unlimited;

(2) identifying that scarcity is a universal problem of people everywhere; and

(3) explaining the problem of scarcity in relation to a world problem such as the need for food in poorly-fed nations or the need for oil in technologically developed nations.

9.4 Students will list the three questions (what, how, for whom) that every economic system must ask when making economic choices.

9.5 Students will demonstrate knowledge of the classifications of economic systems by:

(1) identifying the three classifications of economic systems as traditional, command, and market;

(2) identifying the definition of one of the following: traditional, command, or market systems;

(3) identifying, after a brief study of each, where on an economic spectrum one would place the economic systems of the United States, Soviet Union, and the Kwakiutl Indians; and

(4) stating that no economy is a pure form of traditional, command, or market (any specific economic system will have traces of all three).

9.6 Students will demonstrate knowledge of capitalism by:

*(1) identifying as capitalism the basic philosophy which guides economic decisions and choices in the United States; and

(2) listing and explaining the four parts of capitalism as private enterprise, competition, profit motive, and private property.

9.7 Students will demonstrate knowledge of socialism by identifying:

(1) socialism as the basic philosophy which guides economic decisions and choices in the Soviet Union; and

(2) a word phrase that defines socialism as when the government owns and operates the basic means of production.

10.0 Other Communist Countries In The World

10.1 After study of current affairs in the People's Republic of China, students will discuss issues and problems in relation to its domestic and foreign policy.

10.2 After study of the current affairs of Communist countries in Eastern Europe, students will discuss issues and problems in relation to their domestic and foreign policy.

10.3 After study of the current affairs of Cuba, students will discuss issues and problems in relation to its domestic and foreign policy.

10.4 After study of the current affairs of the communist countries in Southeast Asia, students will discuss issues and problems in relation to their domestic and foreign policy.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
COMPARATIVE INSTITUTIONS (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Critical Thinking	2 weeks	MLST	Edwin Fenton and A.N. Penna, Comparative Political Systems (New York: Holt, Rinehart and Winston, 1973) pp. i-ix.	"The Eye of the Beholder," film (available from Duval County Media Center).
2.0	Cultural Institutions	1 week	MLST		Stephen Kemp Bailey, et al, Contemporary Issues in American Democracy (St. Louis: Webster, McGraw-Hill, 1964) pp. 21-23.
3.0	Political Systems	3 weeks	MLST	Fenton, pp. 1-20.	H.D. Mehlinger, The Study of Totalitarianism (National Council for the Social Studies, 1968) pp. 1-23.
4.0	History of Democratic Thinking	1 week	MLST	Fenton, pp. 88-95.	
5.0	The U.S.: An Example of a Democratic Political System	2 weeks	MLST	Fenton, pp. 96-108.	Bailey, pp. 244-58, 272-83.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
COMPARATIVE INSTITUTIONS (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	U.S.S.R.: A Totalitarian System/ Background/ Philosophy/ Geography/ History	3 weeks	MLST	Fenton, pp. 69-78.	A.G. Mazour and J.M. Peoples, Men and Nations: A World History (New York: Harcourt Brace Jovanovich, 1975) pp. 682-91. "Revolution," filmstrip (New York: Guidance Associates, 1967). "Rise of Communism," filmstrip (New York: Guidance Associates, 1967).
7.0	Leadership in the U.S.S.R. (1917-80)	1 week	MLST	Fenton, pp. 75-78, 111-12, 117-18, 175, 189-97, 271-72.	Russia, Multi-Media Kit (New York: Nystrom, 1974).
8.0	Soviet Political System	2 weeks	MLST	Fenton, pp. 110-24, 272-81.	

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
COMPARATIVE INSTITUTIONS (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
9.0	Comparative Economic Systems	2 weeks	MLST	Edwin Fenton and A.N. Penna, Comparative Economic Systems (New York: Holt, Rinehart, and Winston, 1974) pp. 1-86.	
10.0	Other Communist Countries in the World	1 week			

CI 20

INTRODUCTION
EUROPEAN HISTORY, ADVANCED

State Accreditator Number. .	0484
Course Code Number	1912
F.T.E. Category.	1.10
Instructional Level.	Advanced
Report Card Abbreviation . .	Adv Euro Hist
Length of Course	Year
Credit	1 social studies credit
Grade Level.	12

Prerequisites

Advanced American History/Advanced World History or World History/ Teacher recommendation/G.P.A. 3.0

Textbook(s)

R. R. Palmer and Joel Colton, A History of the Modern World. (New York: Alfred A. Knopf, Inc., 1978)

Notes to Teachers

Students will master the concepts and skills developed for Advanced European History as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST). Please note that the MLS objectives extend throughout the entire course. MLS objective 17.0 may be taught at the beginning of the course.

The Advanced European History course is also designed to prepare students for the Advanced Placement Examination given annually in May. Students achieving an acceptable score on this nationally administered competitive test may receive college credit at the discretion of the admitting institution.

Due to the scope of the course and the heavy political emphasis of A History of the Modern World, teachers are urged to consider utilizing supplementary texts and resource books including interpretive readings and primary source documents. Information regarding the establishing of the Advanced Placement Modern European History course, including recommended booklists and syllabi, may be obtained by writing to:

Leroy W. Fails, Director
Advanced Placement Program of the
College Board
Suite 200
17 Executive Park Drive, N.E.
Atlanta, Georgia 30329
(404) 636-9465

COURSE OUTLINE

EUROPEAN HISTORY, ADVANCED

- 1.0 Rise of Europe: Circa 1000-1300
  - 1.1 Feudalism
    - *1.1.1 Manorial system
    - 1.1.2 Obligations
    - *1.1.3 Class structure
  - 1.2 Towns/Commerce
    - 1.2.1 Commercial centers
    - 1.2.2 Guilds
    - 1.2.3 Independence
    - *1.2.4 Impact
  - 1.3 National Monarchies
    - 1.3.1 Consolidation
    - 1.3.2 Representative assemblies
    - 1.3.3 Chartered towns
  - *1.4 Church
    - 1.4.1 Papacy
    - 1.4.2 Dominance
  - 1.5 Intellectual Life
    - 1.5.1 Universities
    - 1.5.2 Scholasticism
    - *1.5.3 Thomas Aquinas
  - *1.6 Middle Ages/Transition

- 2.0 Foundation of Modern Age: Circa 1300-1560
  - 2.1 Renaissance Impact
    - 2.1.1 Conciliar Movement
    - *2.1.2 Structure: contrast
    - 2.1.3 Transformation
    - *2.1.4 New attitudes
  - 2.2 Italian Renaissance Development
    - 2.2.1 City states
    - *2.2.2 Secular interests
    - 2.2.3 Education
    - 2.2.4 Contributions
  - 2.3 Accomplishments
    - 2.3.1 Writers
    - 2.3.2 Painters
    - 2.3.3 Architects/ Sculptors
  - 2.4 Non-Italian Renaissance
    - 2.4.1 Main contributions
    - 2.4.2 Influences
    - *2.4.3 Comparisons
    - 2.4.4 Major writers
    - 2.4.5 Major painters
  - 2.5 New Monarchies
    - 2.5.1 Monarchs
    - *2.5.2 Political evolution
  - 2.6 Reformation
    - 2.6.1 Catholic Church
    - 2.6.2 Practices/Abuses
    - 2.6.3 Luther's theology
    - 2.6.4 Conflicts
    - 2.6.5 Calvinism/ Anabaptism
    - 2.6.6 Calvinism: international appeal
    - 2.6.7 Anglicanism
    - 2.6.8 Peace of Augsburg
    - 2.6.9 Council of Trent
    - 2.6.10 Reform/Reaction
    - *2.6.11 Map: Reformation Europe
    - *2.6.12 Comparison: religions
    - *2.6.13 Causes/Results

- 3.0 Emergence of Modern State: Circa 1560-1713
  - 3.1 Age of Discovery
    - *3.1.1 Motive
    - 3.1.2 Spain/Portugal
  - 3.2 Commercial Revolution
    - 3.2.1 Market
    - 3.2.2 Banking/Domestic system
    - 3.2.3 Labor/Capital
    - 3.2.4 Merchant class
    - 3.2.5 Mercantilism
    - *3.2.6 Mercantilist policy
    - 3.2.7 Contrast: England, Netherlands vs. Portugal, Spain
    - *3.2.8 Social structure

* Indicates Minimum Level Skills

EUROPEAN HISTORY, ADVANCED

3.3 Political Changes
  3.3.1 Spain's decline
  3.3.2 French wars
  *3.3.3 Cardinal Richelieu
  3.3.4 Edict of Nantes
  *3.3.5 Thirty Year's War
  *3.3.6 Peace of Westphalia
  *3.3.7 Map/1648
3.4 Dutch Republic
*3.5 Balance of Power
3.6 Constitutionalism
  3.6.1 Stuarts/Parliament
  *3.6.2 Civil War
  3.6.3 Cromwell
  3.6.4 Glorious Revolution
  *3.6.5 Government/Contract
  3.6.6 Constitutional monarchy
  *3.6.7 Political changes
  3.6.8 Class movement
3.7 Absolutism
  3.7.1 Consolidation of power
  *3.7.2 Colbert
  3.7.3 Revocation: Edict of Nantes
  3.7.4 Wars
3.8 Treaty of Utrecht
  3.8.1 International relations
  *3.8.2 Balance of power
  *3.8.3 Map/1713
3.9 Arts: 17th/Early 18th Centuries
  *3.9.1 Baroque Style
  3.9.2 Opera
  3.9.3 Baroque composers
  3.9.4 Baroque painters
  *3.9.5 Rococo style
  3.9.6 Rococo painters
  *3.9.7 Neoclassical style
  3.9.8 Neoclassical writers

4.0 Political/Economic Changes: 18th Century

  4.1 Eastern Europe
    4.1.1 Major empires
    4.1.2 Contrast: Western Europe
  4.2 Eastern Europe: Transformation
    4.2.1 Austria
    4.2.2 Prussia
    4.2.3 Russia
    *4.2.4 Balance of power
  4.3 Economic Structure
    4.3.1 Commerce
    4.3.2 Global economy
  4.4 Constitutionalism/England vs. Absolutism/France
  *4.5 Mid-18th Century Wars
  4.6 Balance of Power

5.0 Scientific Revolution/ Enlightenment

  5.1 Scientific Revolution
    *5.1.1 Major scientist/ philosophers
    *5.1.2 Inductive/Deductive reasoning
    5.1.3 Newton's Law
    5.1.4 Impact
  5.2 Political Theory
    *5.2.1 Hobbes/Locke
    5.2.2 Natural Rights/Law
  5.3 Enlightenment
    5.3.1 Relationship to 17th century
    *5.3.2 Major characteristics
  5.4 "Philosophes"
    5.4.1 Critical spirit
    *5.4.2 Contributor
    *5.4.3 Laissez-faire
    5.4.4 Rousseau vs. Locke

EUROPEAN HISTORY, ADVANCED

- 5.5 Enlightened Despotism
  - *5.5.1 Characteristics
  - 5.5.2 Joseph II
  - 5.5.3 Prussia
  - 5.5.4 Catherine the Great
  - 5.5.5 Poland: Partitioning
  - 5.5.6 Britain/Continent
  - 5.5.7 "Age of democratic revolutions"
  - 5.5.8 Middle class
- 5.6 American Revolution

6.0 French Revolution/Napoleonic Europe: 1789-1815

- 6.1 French Revolution
  - *6.1.1 Causes
  - 6.1.2 Precipitating events
  - 6.1.3 Phases: democratization
  - 6.1.4 Impact
- 6.2 Napoleonic Europe
  - 6.2.1 Rise to power
  - *6.2.2 Map/1812
  - *6.2.3 Spreading ideals
  - *6.2.4 Nationalism
  - 6.2.5 Continental System
- 6.3 Congress of Vienna
  - 6.3.1 Containment of France
  - *6.3.2 Balance of Power/ Legitimacy
  - 6.3.3 Compensation
  - *6.3.4 Map/1815
  - 6.3.5 Success/Failure

7.0 Progress/Restoration/Reaction: 1815-1848

- 7.1 Industrial Age
  - *7.1.1 Britain
  - 7.1.2 Social implications
  - *7.1.3 Classical economics
  - 7.1.4 Impact of Britain
  - 7.1.5 Industrial Revolution
- 7.2 "Isms"
  - *7.2.1 Contrast "isms"
  - 7.2.2 Domestic unrest
- 7.3 Liberal Revolts: 1820's
  - 7.3.1 Napoleon
  - 7.3.2 Subsequent revolts
- 7.4 Liberal Revolutions: 1830
  - 7.4.1 Restoration/France
  - 7.4.2 Charles X vs. Louis Philippe
  - 7.4.3 July Revolution: effects
- 7.5 Reform Movement: Great Britain
  - *7.5.1 Reform Bill of 1832
  - *7.5.2 Changes
  - 7.5.3 Contrast: continent
- 7.6 Bourgeoisie Power: Effects
- 7.7 Revolutions of 1848
  - 7.7.1 France
  - 7.7.2 Austria
  - 7.7.3 German states
  - *7.7.4 Failure
  - 7.7.5 Responses
- 7.8 Marxism
  - 7.8.1 Historical forces
  - *7.8.2 Influences
  - *7.8.3 Dialectical materialism
- 7.9 Second French Empire
  - 7.9.1 Effectiveness
  - *7.9.2 Louis Napoleon

8.0 Nation States: Formation

- 8.1 Italian Unification
  - 8.1.1 Nationalism
  - *8.1.2 Obstacles
  - *8.1.3 Post-unification problems
- 8.2 German Unification
  - 8.2.1 German nationalism
  - 8.2.2 Bismarck/Prussia
  - *8.2.3 Balance of power
  - *8.2.4 Unification: German vs. Italian
- *8.3 Dual Monarchy

EUROPEAN HISTORY, ADVANCED

- 8.4 Russian Society
  - 8.4.1 Structure
  - 8.4.2 Reforms
  - 8.4.3 Reaction
- 8.5 United States
- 8.6 Canada
  - *8.6.1 Earl of Durham's report
  - *8.6.2 British North American Act
  - 8.6.3 "Dominion" effect
- 8.7 Early Japan
  - 8.7.1 Western contact
  - 8.7.2 Domestic developments
  - *8.7.3 Adoption of Western ideas

9.0 Promise/Change: 1871-1914

- *9.1 Demography
- 9.2 Impact on World Economy
- 9.3 Extension of Democracy
- 9.4 Labor Movement
- 9.5 Changing Attitudes
  - *9.5.1 Social Darwinism
  - *9.5.2 Pavlov/Freud/Einstein
  - 9.5.3 "New Science" impact
  - 9.5.4 Arts/Philosophy
  - 9.5.5 Religion
- 9.6 Classical Liberalism
- 9.7 Arts: Late 18th/Early 19th Centuries
  - *9.7.1 Romantic style
  - 9.7.2 English romantic writers
  - 9.7.3 French romantic writers
  - 9.7.4 Romantic painters
  - 9.7.5 Romantic composers
  - *9.7.6 Neo-Gothic architecture
  - 9.7.7 Kant/Hegel
- 9.8 Arts: Late 19th/Early 20th Centuries
  - 9.8.1 Philosophies
  - *9.8.2 Realist style
  - *9.8.3 Naturalist style
  - 9.8.4 Realist/Naturalist writers
  - 9.8.5 Realist painters
  - *9.8.6 Impressionist style
  - 9.8.7 Impressionist painters
  - *9.8.8 Post-Impressionist style
  - 9.8.9 Post-Impressionist painters
  - *9.8.10 Expressionist style
  - *9.8.11 Cubist style
  - *9.8.12 Surrealist style
  - *9.8.13 Abstractionist style
  - *9.8.14 "Bauhaus"
  - 9.8.15 "Modern" artists/architects
  - 9.8.16 Later Romantic composers
  - 9.8.17 Transitional composers
  - *9.8.18 Innovations: modern music

10.0 Europe and the World

- 10.1 Imperialism
  - *10.1.1 Distinguishing features
  - 10.1.2 Motives
  - 10.1.3 Effects
- 10.2 Shifting power
- 10.3 Ottoman Empire
- *10.4 Africa: Crises
- *10.5 Comparison: Africa, Asia
- 10.6 Russo-Japanese War

11.0 World War I

- 11.1 Causes
  - *11.1.1 Alliance system
  - 11.1.2 Build-up
  - 11.1.3 Nationalism
  - *11.1.4 Imperialism
  - 11.1.5 Sarajevo
- 11.2 Prior Wars: Comparison

EUROPEAN HISTORY, ADVANCED

- 11.3 Revolutionary Russia
- 11.4 American Participation
- 11.5 Impact
  - *11.5.1 "Planned economy"
  - 11.5.2 Women's role
  - *11.5.3 Europe's economic position
- *11.6 Peace of Paris
  - 11.6.1 Participant nations
  - 11.6.2 Fourteen Points
  - 11.6.3 Evaluation
  - 11.6.4 Map/1923

12.0 Russian Revolution/Establishment of Soviet Union: 1880-1939

- 12.1 Background Conditions
  - *12.1.1 Description
  - 12.1.2 "Intelligentsia"
  - 12.1.3 Revolutionary parties
  - 12.1.4 Mensheviks/Bolsheviks
  - *12.1.5 Leninism/Marxism
- 12.2 Revolution of 1905
  - 12.2.1 Background
  - *12.2.2 Changes
  - 12.2.3 Effects
- 12.3 Revolution of 1917
  - 12.3.1 March revolution
  - *12.3.2 Provisional government
  - 12.3.3 Lenin's program
  - 12.3.4 "Bolshevik Revolution"
  - *12.3.5 "War Communism"
  - *12.3.6 Comparison: 1905, 1917 revolutions
- 12.4 Political System
  - 12.4.1 Nationalities
  - *12.4.2 Communist Party
  - *12.4.3 Lenin: NEP
  - *12.4.4 NEP: results
  - 12.4.5 Power struggle
- 12.5 Joseph Stalin
  - *12.5.1 Economic planning
  - 12.5.2 Five year plans
  - *12.5.3 Agriculture
  - 12.5.4 Industrialization
  - *12.5.5 Social changes
  - 12.5.6 "Purges"
  - *12.5.7 Comparison: tsars
- 12.6 Internationals

13.0 Democracy/Totalitarianism: 1919-1939

- 13.1 Democracy
  - 13.1.1 Western Europe
  - 13.1.2 Eastern Europe
- 13.2 Post-war Germany
  - 13.2.1 Weimar Republic
  - *13.2.2 Problems
  - 13.2.3 Economics
- 13.3 Asia
  - *13.3.1 Resentment
  - 13.3.2 Kemal Ataturk
  - 13.3.3 Gandhi/Nehru
  - 13.3.4 Sun Yat-sen
  - *13.3.5 China: communism
  - 13.3.6 Japan: militarism
- 13.4 Great Depression
  - *13.4.1 Interdependency
  - 13.4.2 Monetary system
  - 13.4.3 Reactions
  - 13.4.4 International cooperation
- *13.5 Political Responses
- 13.6 British Commonwealth
- 13.7 Italian Fascism
  - *13.7.1 Conditions
  - 13.7.2 Power seizure
  - *13.7.3 Changes
- 13.8 Nazism
  - *13.8.1 Conditions
  - 13.8.2 Power seizure
  - *13.8.3 Changes
- *13.9 Totalitarianism
  - 13.9.1 Totalitarian/Democratic
  - 13.9.2 Fascist/Communist

EUROPEAN HISTORY, ADVANCED

14.0 World War II

- 14.1 Outbreak
  - 14.1.1 Democracies: attitudes
  - *14.1.2 Aggressive actions
- 14.2 Course of the War
  - 14.2.1 German occupation
  - 14.2.2 Japanese occupation
  - 14.2.3 Stalingrad
  - 14.2.4 Genocide
  - 14.2.5 Soviet Union
  - 14.2.6 United States
  - 14.2.7 Atomic bomb
- 14.3 Impact
  - 14.3.1 Devastation
  - *14.3.2 Atlantic Charter/Fourteen Points
  - 14.3.3 Conferences
  - 14.3.4 Yalta
  - *14.3.5 Map/1948
  - *14.3.6 "Super" powers

15.0 Cold War/Emerging Third World

- *15.1 Western Europe
- 15.2 Eastern Europe
- 15.3 Post-Stalinist U.S.S.R.
- 15.4 Eastern Europe: Discontent
- 15.5 China: Communist Takeover
  - 15.5.1 Changes
  - 15.5.2 Balance of power
  - 15.5.3 U.S.S.R./China
- 15.6 Third World
  - 15.6.1 Independence: areas
  - 15.6.2 Violent/Peaceful independence
  - 15.6.3 Israel
  - 15.6.4 Balance of power

16.0 Contemporary Age: 1950-Present

- 16.1 Changing Relationships
  - 16.1.1 United Kingdom
  - 16.1.2 Fourth French Republic
  - 16.1.3 Fifth French Republic
  - 16.1.4 Japan
  - 16.1.5 Italy
  - 16.1.6 Spain/Portugal
- 16.2 Cultural/Intellectual Advances
  - 16.2.1 Science
  - 16.2.2 Arts/Philosophy
  - 16.2.3 Religion
  - 16.2.4 Activism
- 16.3 United States: Korean War/Vietnam War
- 16.4 "Detente"
- 16.5 Challenges

*17.0 Contemporary European Geography

- 17.1 Countries
- 17.2 Major Water Bodies
- 17.3 Mountain Ranges
- 17.4 Major Rivers

18.0 Europe Reconsidered/Major Themes

- 18.1 Revolutions
- 18.2 Balance of Power
- 18.3 Nation States
- 18.4 Democracy
- 18.5 Eastern/Western Europe
- 18.6 Religion
- 18.7 Economic Changes
  - 18.7.1 Capitalism: stages
  - 18.7.2 Industrial Revolution: Britain
  - 18.7.3 Economic decline: Britain
  - 18.7.4 Economic backwardness: Eastern Europe
- 18.8 Soviet Totalitarianism
- 18.9 Class Structure
- 18.10 Art: Influences
- *18.11 Art Periods/Styles: Classification
- 18.12 Philosophy: Changes
- 18.13 European Nations
  - 18.13.1 Major trends
  - 18.13.2 Infrastructures
- 18.14 International Relations: Time Periods

PERFORMANCE OBJECTIVES
EUROPEAN HISTORY, ADVANCED

This college level course is based on a survey of the history of modern Europe from the Renaissance to contemporary times. Economic, social, cultural-intellectual, as well as the traditional political and diplomatic, themes are emphasized. The intent of the course is to encourage students to assess historical materials and weigh the evidence and interpretations presented in historical documents. It stresses the most recent trends in history curriculum and is viewed through a broad perspective. Teaching methods should reflect an awareness of other disciplines and a variety of techniques. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 The Rise of Europe, Circa 1000-1300

1.1 Students will demonstrate comprehension of feudalism as the basic structure of European society during the Middle Ages in the following manner:

*(1) selecting "self-sufficiency" as the primary characteristic of the manorial system when given a list of descriptive characteristics;

(2) explaining the contractual obligations and reciprocal relationships among lords, vassals, and peasants; and

*(3) comparing and contrasting the roles of the nobility, peasants, and clergy within the feudal system by matching them with a descriptive statement of their roles.

1.2 Students will evaluate the rise of towns and commerce in Europe by the following methods:

(1) identifying examples of major commercial centers such as Venice, Genoa, and Flanders;

(2) describing the role played by guilds;

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* Indicates Minimum Level Skills

(3) explaining the emergent independence of towns; and

*(4) examining the impact the rise of towns and commerce had on Europe's economic, social, and political development, and identifying changes in these areas.

1.3 Students will evaluate the growth of national monarchies by the following methods:

(1) describing the origins of consolidation of royal power;

(2) describing the beginnings and purpose of representative assemblies; and

(3) discussing the relationship of free chartered towns to the monarchies and nobility.

*1.4 Students will evaluate the central role played by the universal Christian church in the following manner:

(1) assessing the consolidation of church authority by matching strong popes with their accomplishments; and

(2) selecting from a description of the church, ways in which it dominated the life of medieval man.

1.5 Students will explain the contributions of intellectual life during the late Middle Ages in the following manner:

(1) describing the rise of universities;

(2) summarizing the basic principles of Scholasticism; and

*(3) identifying Thomas Aquinas by correctly identifying a descriptive quote which illustrates his philosophy.

*1.6 Students will identify accurate statements describing the impact of the High Middle Ages as a period of transition.

2.0 Foundation of the Modern Age, Circa 1300-1560

2.1 Students will appraise the impact of the Renaissance by:

(1) evaluating the results of the Conciliar Movement;

*(2) contrasting the social, political, and cultural structure of the Middle Ages with that of Renaissance Europe by correctly identifying descriptive paragraphs of each age;

(3) interpreting the Renaissance as an era in which European institutions were being transformed; and

*(4) identifying a definition of secularism, humanism, or individualism when given an illustrative example of each term.

2.2 Students will evaluate the reasons for the development of the Renaissance in Italy in the following manner:

(1) describing the political and economic environment of the city-states;

*(2) contrasting the new attitudes and "new conception of man" that arose in Renaissance Italy with those of the Middle Ages by identifying historical quotes which illustrate each;

(3) discussing the impact of the Renaissance on education and manners; and

(4) appraising the significance of cultural contributions in art, literature, architecture, and music.

2.3 Students will demonstrate knowledge of specific accomplishments during the Italian Renaissance in the following manner:

(1) describing major writers and their works including Petrarch, Boccacio, Valla, Machiavelli, and Castiglione;

(2) describing major painters including Giotto, Masaccio, Botticelli, da Vinci, Michelangelo, Raphael, and Titian; and

(3) describing major architects and sculptors including Brunelleschi, Ghiberti, Donatello, and Michelangelo.

2.4 Students will describe the Non-Italian Renaissance by the following methods:

(1) identifying the contributions as being primarily in literature and philosophy;

(2) distinguishing between Italian influences and those unique to Northern and Western Europe;

*(3) differentiating between the Italian Renaissance and the Northern Renaissance by choosing accurate characteristics of each;

(4) describing major writers and their works including Erasmus, More, Bacon, Montaigne, Shakespeare, Rabelais, and Cervantes; and

(5) describing major painters including van Eyck, Durer, Holbein, Brueghel, and El Greco.

2.5 Students will evaluate the rise of the New Monarchies by the following methods:

(1) identifying the New Monarchs: Tudors, Louis XI, Ferdinand and Isabella, and Charles V; and

*(2) identifying those factors which promoted the rise of national monarchies when given a description of their evolution.

2.6 Students will evaluate the Reformation by the following methods:

(1) describing the fundamental beliefs and hierarchial structure of the Catholic Church;

(2) explaining the contemporary criticisms of the basic practices and abuses of Catholicism;

(3) summarizing Martin Luther's disagreements with Catholic theology;

(4) identifying the conflicts which arose after Luther's break with the Roman Catholic Church;

(5) outlining the theology of Calvinism and Anabaptism;

(6) examining the reasons for the international appeal of Calvinism;

(7) describing the events leading to the establishment of Anglicanism;

(8) explaining the significance of the Peace of Augsburg;

(9) identifying the edicts of the Council of Trent as a reaffirmation of Catholic dogma;

(10) interpreting the actions of the Catholic Church as being either reform or reaction to the challenge of Protestantism;

*(11) identifying major areas of concentration for Catholicism, Lutheranism, Calvinism, and Anglicanism on a European map of the time period;

*(12) contrasting and comparing the basic tenets of Catholicism, Lutheranism, Calvinism, and Anglicanism by matching them with their major characteristics; and

*(13) identifying accurate statements describing the causes and/or results of the Reformation and Counter Reformation (Catholic Reformation).

3.0 Emergence of the Modern State, Circa 1560-1713

3.1 Students will demonstrate comprehension of the Age of Discovery by the following methods:

*(1) choosing statements which illustrate European motives for exploration; and

(2) describing the ascendency of Spain and Portugal as a result of these explorations.

3.2 Students will appraise the Commercial Revolution in the following manner:

(1) contrasting the limited market area of medieval towns with the expanding market areas of the 16th century;

(2) describing the development of banking and the domestic system;

(3) explaining the divergence between labor and capital;

(4) explaining the significance of the rise of the merchant class;

(5) determining the factors which gave rise to mercantilism;

*(6) analyzing mercantilism as a political and economic theory by correctly identifying an historical example of mercantilist policy;

(7) contrasting the successful experiences of England and the Netherlands in developing permanent commercial economies with the unsuccessful experiences of Portugal and Spain, and

*(8) comparing the political, economic, and social structure of Eastern Europe and Western Europe as a result of the Commercial Revolution by identifying accurate descriptions of each area.

3.3 Students will evaluate the political changes in continental Europe by the following methods:

(1) examining the reasons for the decline of Spain as a major power;

(2) identifying the political and religious factions in the French civil and religious wars;

*(3) selecting Cardinal Richelieu, from a list of prominent French statesmen, as the primary architect of French power during the 17th Century;

(4) explaining the significance of the Edict of Nantes in both religious and political terms;

*(5) identifying the Thirty Year's War, from a brief description of the unique combination of religious, constitutional, and international issues involved;

*(6) choosing accurate statements which reflect the important results of the Peace of Westphalia in 1648 (general checkmate to the Counter Reformation in Germany, dissolution of the Holy Roman Empire, Dutch independence, sovereignty of the German princes, physical devastation of the German states, ascendancy of French power); and

*(7) identifying a map of Europe in 1648 by using the indicated political boundaries as reference.

3.4 Students will explain the political, cultural, and commercial ascendance of the Dutch Republic.

*3.5 Students will demonstrate comprehension of the term "balance of power" by correctly choosing an historical example illustrating the concept.

3.6 Students will evaluate the rise of constitutionalism in the following manner:

(1) describing the conflict that arose between the Stuarts and Parliament over the divine right doctrine;

*(2) analyzing the opposing factions involved in the English Civil War in terms of political, religious, economic interests, and geographic location by correctly identifying a description of each hostile group;

(3) analyzing the impact that Cromwell and the Commonwealth had on British political history;

(4) describing the events leading up to the "Glorious" or "Bloodless" Revolution;

*(5) explaining the concept of government as a contract by correctly selecting historical examples;

(6) identifying Great Britain as establishing the first constitutional monarchy;

*(7) recalling the major political changes resulting from the Glorious Revolution by identifying a list of political legislation enacted during this time period; and

(8) interpreting the British Revolution as a class movement.

3.7 Students will evaluate the rise of absolutism under Louis XIV in France in the following manner:

(1) summarizing the steps taken by Louis XIV to consolidate his power;

*(2) determining the significance of Colbert to French history by identifying a description of his accomplishments;

(3) explaining the effects of the revocation of the Edict of Nantes; and

(4) assessing the effects of the wars of Louis XIV.

3.8 Students will evaluate the significance of the Treaty of Utrecht by the following methods:

(1) appraising the political and economic impact on international relations in the 18th century;

*(2) analyzing the shifts of balance of power in Europe after Utrecht by identifying the rising power in the 18th century; and

*(3) identifying a map of Europe in 1713 by using the indicated political boundaries as reference.

3.9 Students will examine the arts in the 17th and early 18th centuries in the following manner:

*(1) identifying the baroque style by selecting a pictorial example of baroque art or architecture (interior of Versailles, colonnades of St. Peter, Bernini's baldachin in St. Peter's).

(2) choosing opera, from a given list of music forms, as an innovation developed during the baroque period;

(3) listing Monteverdi, Bach, Handel, Gluck, Haydn, and Mozart as outstanding baroque composers;

(4) listing Reubens, Van Dyck, and Velásquez as outstanding baroque painters;

*(5) identifying a descriptive paragraph of the rococo style;

(6) listing Watteau and Fragonard as outstanding rococo painters;

*(7) identifying a descriptive paragraph of the neoclassical style; and

(8) listing Corneille, Racine, Moliere, Pope, Defoe, Fielding, and Milton as outstanding writers of neoclassical literature.

4.0 Political and Economic Changes in the 18th Century

4.1 Students will appraise early 18th century Eastern Europe in the following manner:

(1) identifying the aging empires of Eastern Europe; and

(2) selecting accurate statements describing the political, social, and economic differences between Eastern and Western Europe.

4.2 Students will describe the transformation of Eastern Europe in the following manner:

(1) summarizing the formation of the Austrian monarchy;

(2) analyzing the role of the military in the rise of Prussia;

(3) evaluating the consolidation and westernization of Russia; and

*(4) describing the changes in the balance of power by determining the emerging powers.

4.3 Students will evaluate the changing economic structure of the 18th century by the following methods:

(1) describing the advances in commerce and trade; and

(2) explaining the impact that the development of a global economy had on European society.

4.4 Students will contrast the advances in constitutionalism and national unity in England with the erosion of absolutism and national unity in France.

*4.5 Students will choose accurate statements describing the two principle issues in The War of the Austrian Succession and The Seven Years' War.

4.6 Students will analyze the changes in the balance of power as a result of the wars of the 18th century.

5.0 The Scientific Revolution and the Enlightenment (Intellectual Revolution)

5.1 Students will evaluate the scientific revolution in the following manner:

*(1) examining the significance of Bacon, Descartes, Kepler, Galileo, or Newton by correctly matching each with a description of his major accomplishment, work, or discovery;

*(2) contrasting the inductive method with the deductive method by correctly identifying a written example illustrating each method;

(3) interpreting the significance of Newton's universal law of gravitation; and

(4) appraising the scientific advances, from Copernicus to Newton, as a revolution.

5.2 Students will evaluate the contributions to political theory in the following manner:

*(1) distinguishing between the absolutism of Hobbes and the constitutionalism of Locke by correctly identifying excerpts from the major works of each author; and

(2) discussing the significance of the concepts of natural rights and natural law to the course of subsequent political development.

5.3 Students will assess the impact of the Enlightenment by the following methods:

(1) analyzing the relationship between the Enlightenment and the scientific and intellectual revolution of the 17th century; and

*(2) identifying the key elements basic to the spirit of the Enlightenment.

5.4 Students will evaluate the contributions of the "philosophes" in the following manner:

(1) describing their critical, inquiring spirit;

*(2) comparing the significant contributions of Montesquieu, Voltaire, and Rousseau by identifying a descriptive paragraph of their major works;

*(3) explaining the laissez-faire principles of the physiocrats by identifying an example of laissez-faire policy; and

(4) contrasting the democratic ideas of Rousseau to the liberalism of Locke.

5.5 Students will evaluate the effectiveness of enlightened despotism in the following manner:

*(1) distinguishing enlightened despotism from earlier forms of monarchical rule by selecting those characteristics which are unique to enlightened despotism;

(2) determining how Joseph II's career illustrates the nature of enlightened despotism;

(3) analyzing enlightened despotism in Prussia within the confines of the military state;

(4) evaluating the validity of Catherine the Great as an enlightened despot;

(5) considering how the partitioning of Poland changed the balance of power on the continent;

(6) contrasting the Enlightenment in Britain with the Enlightenment on the continent;

(7) explaining the phrase "age of democratic revolutions"; and

(8) determining that members of the middle class were the main beneficiaries of this revolutionary age.

5.6 Students will explain the significance of the American Revolution in furthering the ideals of the Enlightenment.

6.0 The French Revolution and Napoleonic Europe, 1789-1815

6.1 Students will evaluate the French Revolution in the following manner:

*(1) categorizing the causes of the French Revolution by identifying political, economic, and social problems in prerevolutionary France;

(2) listing the major events precipitating the French Revolution;

(3) contrasting the phases of the Revolution in terms of their effect on the democratization of French society; and

(4) comparing the impact of the French Revolution with the impact of the American Revolution on 19th century Europe.

6.2 Students will evaluate Napoleonic Europe by the following methods:

(1) summarizing Napoleon's rise to power;

*(2) identifying a map of Napoleonic Europe (1812) by using the indicated political boundary lines as reference;

*(3) when given a list of reforms, determining which principles of the French Revolution Napoleon instituted in "liberated" areas;

*(4) explaining the impact that Napoleon had on arousing nationalistic sentiment in Europe by identifying sources of resentment in the occupied territories; and

(5) describing the effects the Continental System had on British industrial development.

6.3 Students will assess the effectiveness of the Congress of Vienna in the following manner:

(1) identifying the containment of France as the primary point of agreement;

*(2) explaining the key role played by the policies of balance of power and legitimacy by identifying examples of each;

(3) identifying areas of Europe affected by the concept of compensation by constructing a chart of territories lost and gained;

*(4) identifying a map of Europe (1815) by using the indicated political boundaries, established at the Congress of Vienna, as reference; and

(5) evaluating the success and failure of the Congress of Vienna.

7.0 Progress, Restoration, and Reaction, 1815-1848

7.1 Students will evaluate the industrial age in the following manner:

*(1) identifying accurate statements analyzing why Britain was the first nation to industrialize;

(2) discussing the social implications of industrialization;

*(3) examining the classical economic theories of Smith, Ricardo, or Malthus by identifying a descriptive paragraph of each theory and matching it with the correct economist;

(4) appraising the impact of Britain's industrial preeminence on the 19th century world economy; and

(5) assessing the validity of the term "Industrial Revolution".

7.2 Students will explain the significance of the "isms" in the following manner:

*(1) contrasting the principles and objectives of any of the major "isms" (liberalism, nationalism, socialism, radicalism, republicanism, Romanticism, conservatism, humanitarianism) by correctly identifying an historical example of any "ism"; and

(2) investigating the relationship between the domestic unrest of 19th century Europe and the "isms".

7.3 Students will evaluate the impact of the liberal revolts of the 1820's in southern and eastern Europe by the following methods:

(1) explaining the influence of Napoleon; and

(2) showing the relationship of subsequent 19th century revolts.

7.4 Students will evaluate the liberalism of the revolutions of 1830 by the following methods:

(1) analyzing the opposition in France to the attempted restoration of the Old Regime;

(2) contrasting the regime of Charles X to that of Louis Philippe; and

(3) showing the relationship between the July Revolution in France and subsequent revolts throughout Europe.

7.5 Students will appraise the reform movement in Great Britain in the following manner:

*(1) analyzing the main features of the Reform Bill of 1832 by selecting statements which describe the changes made;

*(2) assessing the social, economic, and political changes that resulted from the passage of the Reform Bill of 1832 by identifying an example of any change; and

(3) contrasting the parliamentary changes in Britain to the violent experiences in continental Europe.

7.6 Students will describe the political, social, and economic changes in Europe as a result of the shift of power to the bourgeoisie.

7.7 Students will interpret the revolutions of 1848 in the following manner:

(1) describing the socialist nature of the revolts and the reaction to the French revolt;

(2) examining the forces of nationalism and liberalism in the Austrian empire;

(3) examining the forces of nationalism and liberalism in the German states;

*(4) determining the reasons for the universal failure of these uprisings by identifying a description of each; and

(5) explaining the reactionary responses of the legitimate governments.

7.8 Students will interpret Marxism in the following manner:

(1) analyzing the historical forces that helped mold Marxist thought;

*(2) relating the influences of positivism, materialism, and the scientific approach to the development of Marxist doctrine by identifying an example of any influence; and

*(3) defining dialectical materialism by selecting an historical example.

7.9 Students will assess the performance of the Second French Empire in the following manner:

(1) judging its effectiveness in meeting national needs; and

*(2) describing Louis Napoleon as the first modern dictator by identifying examples of his rule.

8.0 Formation of the Nation States

8.1 Students will evaluate the significance of the unification of Italy in the following manner:

(1) describing the impact of nationalism;

*(2) identifying obstacles to unification when given a description of Italy around 1860; and

*(3) identifying an accurate description of the problems persisting in Italy after unification.

8.2 Students will appraise the impact of German unification in the following manner:

(1) describing the rise of German nationalism;

(2) assessing the central roles played by Bismarck and Prussia;

*(3) comparing the changes in the balance of power as a result of unification by identifying the new balance of power; and

*(4) contrasting German and Italian unification by identifying similar and dissimilar characteristics of each.

*8.3 Students will identify the reasons for the establishment of the Dual Monarchy of Austria-Hungary.

8.4 Students will appraise the long-range impact of 19th century Russian society by the following methods:

(1) analyzing the social, political, and economic structure;

(2) summarizing the major liberal reforms; and

(3) explaining the effect of the reactionary measures instituted by the tsars.

8.5 Students will explain the effects the growth of the United States had on Europe in the 19th century.

8.6 Students will demonstrate knowledge of 19th century Canada in the following manner:

*(1) identifying the significant provisions in the Earl of Durham's report of 1839;

*(2) identifying the significant provisions in the British North American Act of 1867; and

(3) discussing the long term effect of the "dominion" idea on the British Empire.

8.7 Students will examine the history of early Japan in the following manner:

(1) summarizing Japan's contact with the West from 1540 through 1854;

(2) describing the domestic developments in Japan after western penetration in 1854; and

*(3) identifying those aspects of western civilization adopted by the Japanese.

9.0 Promise and Change, 1871-1914

*9.1 Students will describe the transformation of 19th century Europe by identifying the demographic factors responsible for the changes.

9.2 Students will explain the impact on the world economy as a result of advances in European technology, finance, and industry.

9.3 Students will analyze the extension of democracy and social welfarism by summarizing the major legislation and government policies in France, Great Britain, and Germany.

9.4 Students will discuss the rise of the labor movement by contrasting the aims and methods of the trade unions with those of the socialists.

9.5 Students will appraise the fundamental changes in attitudes toward the essence of human existence in the following manner:

*(1) analyzing the impact of Darwinian evolution on the general thought of the age by identifying an example of Social Darwinism;

*(2) examining the contributions of Pavlov, Freud, or Einstein by correctly matching each with his most outstanding accomplishment;

(3) explaining the impact of the "New Science" on society;

(4) explaining the impact of the advances in science on the arts and philosophy; and

(5) discussing the impact the new scientific theories had on religion.

9.6 Students will explain the reasons for the decline of classical liberalism.

9.7 Students will examine the arts of the late 18th and early 19th centuries in the following manner:

*(1) identifying a written description or an example of the romantic style;

(2) listing outstanding English romantic writers: Wordsworth, Byron, Shelley, Keats, and Coleridge;

(3) listing outstanding French romantic writers: Hugo, Dumas, and George Sand;

(4) listing outstanding romantic painters: Constable, Turner, Delacroix, and Goya;

(5) listing outstanding romantic composers: Beethoven, Berlioz, Schubert, Schumann, Chopin, and Liszt;

*(6) identifying a written description of neo-Gothic architecture; and

(7) explaining the philosophies of Kant and Hegel.

9.8 Students will examine the arts of the later 19th and early 20th century in the following manner:

(1) explaining the philosophies of Comte, Schopenhauer, Nietzsche, and James;

*(2) identifying a written description or an example of the realist style;

*(3) describing the naturalist style as an offshoot of realism;

(4) listing outstanding realist/naturalist writers: Ibsen, Hauptmann, Dickens, Eliot, Hugo, Dumas, Kipling, Shaw, Gogol, Joyce, Tolstoy, Doestoevsky, Chekov, Flaubert, Thackeray, Maugham, Balzac, Housman, Hardy, Butler, Turgenev, Mann, and Zola;

(5) listing outstanding realist painters: Courbet, Manet, and Daumier;

*(6) identifying a written description or an example of the impressionist style;

(7) listing outstanding impressionist painters: Monet, Renoir, and Degas;

*(8) identifying a written description or an example of the post-impressionist style;

(9) listing outstanding post-impressionist painters: Cézanne, Gauguin, and Van Gogh;

*(10) identifying a written description or an example of the expressionist style;

*(11) identifying a written description or an example of the cubist style;

*(12) identifying a written description or an example of the surrealist style;

*(13) identifying a written description or an example of the abstractionist style;

*(14) identifying a written description or an example of the "Bauhaus";

(15) matching the following men with accurate descriptions of their accomplishments: Matisse, Picasso, Klee, Dali, Mondrian, Rodin, Gropius, Le Corbusier, and Mies van der Rohe;

(16) listing outstanding composers who continued the romantic style in music: Brahms, Wagner, Verdi, Puccini, and Tchaikovsky; and

(17) identifying Debussy, Mahler, Stravinsky, and Schönberg as composers making the transition into the modern period; and

*(18) identifying the innovations which become typical of later modern musical compositions.

10.0 Europe and the World

10.1 Students will characterize the imperialism of the 19th century in the following manner:

*(1) determining the features that differentiate the "new imperialism" from the earlier colonialism by identifying an historical example of either;

(2) identifying from a list describing European motives for imperialism, those with particular economic significance; and

(3) describing the political, economic, and social effects imperialism had on the underdeveloped areas.

10.2 Students will demonstrate comprehension of the shifting center of power by citing examples of United States imperialism.

10.3 Students will describe the dissolution of the Ottoman Empire and the political and economic consequences for Europe.

*10.4 Students will relate the rivalries for territorial control in Africa to the advent of World War I by identifying the Fashoda Crisis, the Moroccan Crisis, or the Boer War.

*10.5 Students will contrast European imperialism in Asia to that in Africa by identifying the predominant methods of control in each continent.

10.6 Students will assess the consequences of the Russo-Japanese War on the course of European history.

11.0 World War I

11.1 Students will discuss the causes for the eruption of World War I in the following manner:

*(1) analyzing the alliance system as established by the major powers prior to the war by identifying the nations in the Triple Alliance or Triple Entente;

(2) comparing the industrial and military build-up of the major powers;

(3) tracing the historical forces of nationalism in Central and Eastern Europe;

*(4) describing the role imperialism played in increasing tensions among the major powers by selecting specific historical examples; and

(5) explaining the relationship between the Sarajevo crisis and the outbreak of war.

11.2 Students will identify the ways in which World War I can be distinguished from prior wars.

11.3 Students will analyze the impact the Russian revolution of 1917 had on World War I.

11.4 Students will discuss the major significance of American participation in World War I.

11.5 Students will appraise the economic, political, and social impact of World War I in the following manner:

*(1) selecting an accurate description of a "planned economy";

(2) describing the changes in the economic role of women; and

*(3) comparing Europe's world-wide economic position before and after the war by selecting accurate descriptions of significant changes.

*11.6 Students will assess the effects of the Peace of Paris by the following methods:

(1) describing the positions of the major participant nations by identifying a description of their attitudes;

(2) contrasting the actual treaties to Wilson's Fourteen Points by identifying those points which were not honored;

(3) criticizing the "Peace of Paris" as a measure for ensuring permanent peace by identifying future sources of trouble; and

(4) identifying a map of post-World War I Europe (1923) by using the indicated political boundary lines as reference.

12.0 The Russian Revolution and the Establishment of the Soviet Union, 1880-1939

12.1 Students will discuss the background conditions leading to revolution in Russia in the following manner:

*(1) identifying a political, economic, and/or social description of early 20th century Russia;

(2) describing the role of the "intelligentsia";

(3) identifying the major revolutionary parties that arose;

(4) contrasting the basic tactical and ideological differences between the Mensheviks and Bolsheviks by identifying a description of the ways in which they differed; and

*(5) comparing Leninism to Marxism by identifying a description of the ways in which they differed.

12.2 Students will examine the Revolution of 1905 by the following methods:

(1) describing the background and nature of the Revolution of 1905;

*(2) identifying the political and economic changes instituted as a result of the Revolution of 1905; and

(3) assessing the effects of the Revolution of 1905 on the course of Russian political history.

12.3 Students will appraise the impact of the Revolution of 1917 in the following manner:

(1) describing the background events that contributed to the revolution in March;

*(2) identifying the weaknesses of the Provisional Government;

(3) analyzing the appeal of Lenin's program;

(4) summarizing the steps which led to the "Bolshevik Revolution";

*(5) selecting accurate statements which describe "War Communism"; and

*(6) comparing the Revolution of 1905 with the Revolution of 1917 by selecting the reasons for the failure of the first and the success of the latter.

12.4 Students will evaluate the political system of the Union of Soviet Socialist Republics by the following methods:

(1) explaining how the problem of nationalities was handled by the Soviet regime;

*(2) choosing statements which reflect the key role of the Communist Party in the Soviet political system;

*(3) selecting a statement which explains Lenin's justification for the NEP;

*(4) choosing statements which reflect the results of the NEP; and

(5) discussing the struggle for power after Lenin's death.

12.5 Students will evaluate the regime of Joseph Stalin in the following manner:

*(1) identifying planning as the central role in the Soviet economy;

(2) explaining the primary purpose and operation of the Five Year Plans;

*(3) choosing statements which reflect the resistance encountered in the collectivization of agriculture;

(4) assessing the impact on world political and economic relationships as a result of Soviet industrialization;

*(5) identifying a description of the costs and/or social changes resulting from forced industrialization;

(6) identifying the "purges" as an example of the increasingly totalitarian nature of the Soviet political system; and

*(7) comparing the Soviet Union under Stalin to Russia under the tsars by identifying similar characteristics of each system.

12.6 Students will identify the part played by the Second and Third Internationals in furthering the cause of world communism.

13.0 Democracy and Totalitarianism, 1919-1939

13.1 Students will discuss the advances in democracy in post-war Europe by the following methods:

(1) examining the extension of the franchise and the passage of social legislation in Western Europe; and

(2) describing the political and economic changes in Eastern Europe until 1930.

13.2 Students will discuss post-war Germany (1918-1929) in the following manner:

(1) describing the political makeup of the Weimar Republic;

*(2) choosing statements which reflect problems facing the Weimar Republic as a result of the Treaty of Versaille; and

(3) summarizing the economic history of Germany from 1918 through 1929.

13.3 Students will discuss the revolts in Asia by the following methods:

*(1) selecting descriptive statements which reflect Asian resentment of the West;

(2) summarizing the changes introduced in Turkey by Kemal Ataturk;

(3) identifying Gandhi and Nehru as leaders of the nationalist movement in India;

(4) discussing the aims of Sun Yat-sen for China;

*(5) selecting statements which describe the appeal of communism in China; and

(6) describing the rise of militarism in Japan.

13.4 Students will evaluate the international impact of the Great Depression in the following manner:

*(1) describing the high degree of economic interdependency among nations in the 1920's by selecting specific examples of this relationship;

(2) explaining the extent and significance of the world monetary system to the international economy;

(3) criticizing the reactions of individual governments to the collapse of the world economy; and

(4) assessing the impact of government policies on international cooperation.

*13.5 Students will compare the political responses in France, Great Britain, or the United States to the problems of the Great Depression by choosing accurate statements reflecting those responses.

13.6 Students will describe imperial relations within the British Commonwealth.

13.7 Students will explain the rise of Fascism in Italy in the following manner:

*(1) selecting statements which describe the political and economic conditions that led to the Fascist take-over;

(2) outlining the Fascist seizure of power; and

*(3) selecting accurate statements which describe the economic and political changes instituted by Mussolini and the Fascists.

13.8 Students will explain the rise of Nazism in Germany in the following manner:

*(1) selecting statements which describe the political and economic conditions that led to the Nazi take-over;

(2) outlining the Nazi seizure of power; and

*(3) identifying a description of Nazi Germany: political, economic, or social.

*13.9 Students will evaluate totalitarianism in the following manner:

(1) contrasting totalitarian and democratic ideology and practice by identifying historical or contemporary examples of each; and

(2) comparing communist and fascist ideology by correctly matching unique characteristics of each.

14.0 World War II

14.1 Students will explain the outbreak of World War II in the following manner:

(1) describing the pacifist and isolationist attitudes of the democracies; and

*(2) listing in order the aggressive actions taken by Italy and Germany by correctly placing significant events on a time line.

14.2 Students will trace the course of the war in the following manner:

(1) identifying on an European map, the extent of Axis control;

(2) identifying on an Asian map, the extent of Japanese occupation;

(3) analyzing the significance of the Battle of Stalingrad;

(4) examining Hitler's policy of genocide;

(5) determining the reasons for Hitler's invasion of the Soviet Union;

(6) assessing the impact of America's participation; and

(7) examining the American decision to drop the atomic bomb.

14.3 Students will evaluate the impact of World War II by the following methods:

(1) describing the devastation caused by the war;

*(2) comparing the Atlantic Charter to Wilson's Fourteen Points by identifying similarities;

(3) summarizing the agreements made during the wartime conferences;

(4) examining the decisions made at Yalta;

*(5) identifying a map of post-World War II Europe (1948) by using the indicated political boundary lines as reference; and

*(6) analyzing the shifts balance of power by identifying the "super" powers.

15.0 The Cold War and the Emerging Third World

*15.1 Students will discuss the purpose and effects of the Marshall Plan, NATO, Truman Doctrine, or the Common Market by identifying descriptions or examples of each.

15.2 Students will discuss the development of the Cold War in Eastern Europe by explaining the Soviet military and political take-over of Eastern Europe.

15.3 Students will evaluate the changes in the Union of Soviet Socialist Republics by contrasting the political, economic, and social conditions during Stalin's rule with those after 1953.

15.4 Students will discuss the challenges to Soviet hegemony in Eastern Europe after 1953 by identifying examples of discontent in the Warsaw Pact nations.

15.5 Students will appraise the impact of the Communist take-over of China in the following manner:

(1) describing the internal political, social, and economic changes under Mao and the Communist Party by identifying a description of early Communist China;

(2) determining the resulting changes in the balance of power by identifying China as the third "super" power; and

(3) selecting statements which describe the areas of conflict between the Union of Soviet Socialist Republics and the Chinese People's Republic.

15.6 Students will evaluate the emergence of the new Third World nations by the following methods:

(1) identifying colonial areas receiving independence;

(2) contrasting the experiences of those nations that achieved independence peacefully to those that witnessed violent revolts;

(3) tracing the history of the modern state of Israel; and

(4) discussing the effects on the international balance of power.

16.0 The Contemporary Age, 1950 to the Present

16.1 Students will analyze the changing economic, political, and social positions and relationships of Western Europe in the following manner:

(1) identifying the declining economic position and increasing social welfare statism of the United Kingdom by selecting specific examples;

(2) describing the political instability and crises of the Fourth French Republic;

(3) analyzing the main constitutional difference in the Fourth and Fifth French Republics;

(4) describing the establishment of democracy and the growth of industry in Japan;

(5) describing the economic and political instability in Italy; and

(6) explaining the factionalism in Spain and Portugal.

16.2 Students will discuss cultural and intellectual advances by explaining:

(1) the impact of science on society;

(2) the influence of relativity and subjectivity on the creative arts and philosophy;

(3) the effects of rapid change on religion; and

(4) world-wide activism as a reaction to 20th century social problems.

16.3 Students will relate United States involvement in the Korean War to subsequent involvement in the Vietnam War.

16.4 Students will trace the growth of "detente" which began in the 1950's.

16.5 Students will discuss the challenges of world population growth, economic and social problems, the arms race, and the Third World to Europe's changing international position.

*17.0 Contemporary European Geography

17.1 Students will determine the political boundaries of contemporary Europe by identifying the following countries on a current map: Italy, Spain, France, Belgium, Netherlands, West Germany, East Germany, Austria, Poland, Czechoslovakia, Hungary, Yugoslavia, Bulgaria, Greece, Albania, Turkey, United Kingdom, Ireland, Denmark, Norway, Sweden, Finland, and the Soviet Union.

17.2 Students will locate the following major bodies of water on a current map of Europe: Baltic Sea, Black Sea, Caspian Sea, North Sea, Mediterranean Sea, Adriatic Sea, Tyrrhenian Sea, Ionian Sea, and the Aegean Sea.

17.3 Students will locate the following mountain ranges on a current map of Europe: Pyrenees, Alps, Carpathians, Balkans, Caucasus, and the Urals.

17.4 Students will locate the following major rivers on a current map of Europe: Po, Rhone, Rhine, Danube, Seine, Elbe, Oder, Vistula, Dniester, Dnieper, and Volga.

18.0 Europe Reconsidered - Major Themes

18.1 Students will compare the causes and effects of the Glorious Revolution, French Revolution, and the Russian Revolution.

18.2 Students will contrast the changes in balance of power as a result of the peace settlements at Westphalia (1648), Utrecht (1713), Vienna (1815), and Paris (1919).

18.3 Students will trace the development of the modern nation-state.

18.4 Students will contrast the relatively non-violent experience of Great Britain in achieving democracy to the violent experience of the continental democracies.

18.5 Students will compare the development of socialist, totalitarian states in Eastern Europe with the development of modified capitalist, democratic states in Western Europe.

18.6 Students will describe the changing role of religion from the Renaissance to the present.

18.7 Students will evaluate economic changes in Europe by the following methods:

(1) tracing the development of capitalism beginning in the late Middle Ages through the "finance capitalism" of the contemporary world;

(2) explaining why the Industrial Revolution began in Great Britain;

(3) describing how Great Britain, in the 20th century, has fallen behind the rest of Western Europe in the economic field; and

(4) explaining the relative economic backwardness of Eastern Europe in comparison to Western Europe.

18.8 Students will explain the rise of totalitarianism in the Union of Soviet Socialist Republics by evaluating Russian political, economic, and social history.

18.9 Students will describe the changes in social structure from the rigid, hierarchial class system of feudalism to the social mobility of modern, urbanized Europe.

18.10 Students will describe the changes in art since the Middle Ages by showing the relationship of art to the contemporary political, economic, social, and intellectual currents of each major time period.

*18.11 Students will classify major artists, architects, writers, and/or composers according to their appropriate style and/or art period.

18.12 Students will discuss the changes in attitudes towards the individual, the state, and the purpose of existence by summarizing major contributions in philosophical thought since the Renaissance.

18.13 Students will summarize the political, economic, and social history of the major European nations by:

(1) discussing the major trends in each nation, century by century; and

(2) comparing the infrastructures of the major nations in each century.

18.14 Students will evaluate the status of international relations through each major time period by analyzing major peace treaties, wars, international agreements, and organizations.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Rise of Europe, circa 1000-1300	3 days	MLST	R. R. Palmer and Joel Colton, A History of The Modern World (New York: Alfred A. Knopf, Inc., 1978) Chapter 1.	T. W. Wallbank et al, Civilization: Past and Present (Tucker, Georgia: Scott, Foresman and Company, 1978) Chapter 12. J. R. Strayer and H. W. Gatzke, The Mainstream of Civilization (Atlanta: Harcourt Brace Jovanovich, Inc., 1979) Chapters 11, 12, 13. E. M. Burns, Western Civilizations: Their History and Their Culture (New York: W. W. Norton and Company, Inc., 1973) Chapters 11, 12.
2.0	Foundations of the Modern Age, circa 1300-1560	24 days	MLST	Chapter 2.	Wallbank, Chapters 13, 14. Strayer, Chapters 16, 17. Burns, Chapters 13, 14, 15.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Emergence of the Modern State, circa 1560-1713	21 days	MLST	Chapters 3, 4.	Wallbank, Chapters 18, 20. Strayer, Chapters 18, 19, 20. Burns, Chapters 16, 17.
4.0	Political and Economic Changes in the 18th Century	4 days	MLST		Strayer, Chapter 20.
5.0	The Scientific Revolution and the Enlightenment	4 days	MLST	Chapters 7, 8.	Wallbank, Chapter 19. Strayer, Chapter 21. Burns, Chapter 18.
6.0	French Revolution and Napoleonic Europe, 1789-1815	14 days	MLST	Chapters 9, 10.	Wallbank, Chapter 21. Strayer, Chapter 23. Burns, Chapters 19, 20.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Progress, Restoration and Reaction: 1815-1848	14 days	MLST	Chapters 9, 10.	Wallbank, Chapter 22, 23, 24. Strayer, Chapter 24. Burns, Chapters 20, 21, 22,
8.0	Formation of the Nation States	6 days	MLST	Chapter 13.	Wallbank, Chapters 25, 26. Strayer, Chapter 24. Burns, Chapter 23.
9.0	Promise and Change, 1871-1914	6 days	MLST	Chapter 14.	Wallbank, Chapter 24. Strayer, Chapter 28. Burns, Chapters 24, 25, 26.
10.0	Europe and The World	5 days	MLST	Chapter 15.	Wallbank, Chapters 27, 29. Strayer, Chapter 27.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
11.0	World War I	10 days	MLST	Chapter 16.	Wallbank, Chapter 30. Strayer, Chapters 29, 30. Burns, Chapter 27.
12.0	The Russian Revolution and the Establishment of the Soviet Union, 1880-1939	10 days	MLST	Chapter 17.	Wallbank, Chapter 31. Strayer, Chapters 30, 32. Burns, Chapter 28.
13.0	Democracy and Totalitarianism, 1919-1939	12 days	MLST	Chapters 18, 19.	Wallbank, Chapters 31, 33. Strayer, Chapters 30, 31, 32. Burns, Chapters 28, 29.
14.0	World War II	4 days	MLST	Chapter 20.	Wallbank, Chapter 33. Strayer, Chapter 33. Burns, Chapter 29.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
15.0	The Cold War and the Emerging Third World	4 days	MLST	Chapter 21.	Wallbank, Chapters 34, 35. Strayer, Chapter 34. Burns, Chapters 30, 31.
16.0	Contemporary Age, 1950 to Present	4 days		Chapter 22.	Wallbank, Chapters 36, 37. Strayer, "Epilogue". Burns, Chapters 32, 33.
17.0	Contemporary European Geography	2 days	MLST		Map Atlas.
18.0	Europe Reconsidered	10 days	MLST	Throughout text.	Wallbank, throughout text. Strayer, throughout text. Burns, throughout text.

EHA 43

INTRODUCTION
FLORIDA HISTORY

State Accreditator Number. . 0497
Course Code Number 1921
F.T.E. Category. 1.10
Instructional Level. . . . . Standard

Report Card Abbreviation . . Fla Hy
Length of Course . . . . . . Semester
Credit . . . . 1/2 social studies credit
Grade Level. 11, 12

Prerequisites

None

Textbook(s)

Vest, Banks, Jr., et al, *Florida: Historical and Contemporary Life in the Sunshine State*. (Tampa, Florida: Beach Products, Inc., 1974).

Notes to Teachers

This elective course is designed to help the student understand the overall social, political, and economic history of Florida as it evolved from early discovery and exploration to the present modern state.

Use of the *Florida Times-Union* is recommended. Current newspaper items can be used to illustrate specific topics discussed in course objectives. In particular, objectives relating to the study of contemporary Florida and its future lend themselves to use of the newspaper.

COURSE OUTLINE

FLORIDA HISTORY

- 1.0 Geography
  - *1.1 Florida's Location
    - 1.1.1 Site
    - 1.1.2 Bodies of water
    - 1.1.3 Peninsula
  - 1.2 Physical/Political Features
    - 1.2.1 Land forms
    - 1.2.2 Major cities
    - *1.2.3 Location: Tallahassee
    - *1.2.4 Location: Jacksonville, Duval County
    - *1.2.5 Direction of travel
    - 1.2.6 Natural resources
- 2.0 Early Inhabitants/Exploration
  - 2.1 Early Inhabitants
    - 2.1.1 Indian migrations
    - 2.1.2 Environment: lifestyle
    - 2.1.3 Lifestyle: Indian village
    - *2.1.4 First explorers
    - 2.1.5 Main tribal areas
  - 2.2 Spanish Exploration
    - *2.2.1 Ponce de Leon
    - *2.2.2 "La Florida"
    - 2.2.3 Narvaez/DeSoto
    - 2.2.4 Tristan de Luna
    - *2.2.5 Jean Ribault
    - 2.2.6 French defeat
    - *2.2.7 St. Augustine
    - 2.2.8 Spanish influence
- 3.0 International Rivalry
  - 3.1 European Nations: Colonial Conflict
    - 3.1.1 Mapwork: colonies, territories
    - 3.1.2 Spanish territory: English, French threat
    - 3.1.3 War of Spanish Succession: causes
    - *3.1.4 French and Indian War: England
  - 3.2 Florida: British Rule
    - 3.2.1 East/West division
    - *3.2.2 Capitals: East, West
    - 3.2.3 Pensacola: Indian trade
    - 3.2.4 West Florida: political problems
    - 3.2.5 British land grants
    - 3.2.6 Colonial organizers
  - 3.3 Revolutionary War
    - 3.3.1 Florida's role
    - 3.3.2 Pensacola: military action
    - *3.3.3 Treaty of Paris, 1783
  - 3.4 Spanish Rule: Second Period
    - *3.4.1 Florida's importance
    - 3.4.2 Population problems
    - 3.4.3 Lack of control
    - 3.4.4 Louisiana Purchase
    - 3.4.5 West Florida revolt
    - 3.4.6 Britain: War of 1812
    - 3.4.7 Andrew Jackson
    - *3.4.8 Adams-Onis Treaty
- 4.0 Development of a State
  - 4.1 Florida as a Territory
    - *4.1.1 First counties
    - *4.1.2 Major centers of population
    - *4.1.3 Transportation/Communication problems
    - 4.1.4 Coastal area: illegal activities
    - *4.1.5 Capital
    - *4.1.6 Economic growth factors

* Indicates Minimum Level Skills

FLORIDA HISTORY

- 4.2 Seminole Indian Wars
  - *4.2.1 Causes
  - 4.2.2 Treaties: 1823, 1832
  - 4.2.3 Treaty failures
  - 4.2.4 Military action
  - *4.2.5 Osceola
  - 4.2.6 Seminole Wars: effects
- 4.3 Attainment of Statehood
  - *4.3.1 Constitution
  - 4.3.2 Slavery's role
  - *4.3.3 Statehood: date
- 4.4 Secession from the Union
  - *4.4.1 Civil War: causes
  - *4.4.2 Florida's secession: causes
  - 4.4.3 Secession: date

5.0 Civil War and Aftermath

- 5.1 Florida's Participation
  - 5.1.1 Preparation
  - 5.1.2 Precipitation of war
  - 5.1.3 Confederate government: Florida
  - 5.1.4 Coastal area's attitude
  - *5.1.5 Contributions to war effort
  - 5.1.6 Limited military action
  - 5.1.7 Olustee/Battle of Natural Bridge
- 5.2 End of Civil War
  - 5.2.1 Lee's surrender
  - *5.2.2 Florida's involvement
  - 5.2.3 Changes
- 5.3 Reconstruction
  - *5.3.1 Definition
  - 5.3.2 Florida: rejoining Union
  - *5.3.3 Black Codes
  - *5.3.4 Secret clubs
  - 5.3.5 Education
  - 5.3.6 Social order changes

6.0 Growth of Florida

- 6.1 Period of Change, 1800's
  - 6.1.1 Elections of 1876
  - 6.1.2 "Bourbon" leadership
  - 6.1.3 Constitution, 1866
  - 6.1.4 Economic activities
  - 6.1.5 Population growth: causes
  - 6.1.6 Railroad industry
  - *6.1.7 Henry Plant/ Henry Flagler
  - 6.1.8 Spanish-American War, 1898
  - 6.1.9 Napoleon Bonaparte Broward
- 6.2 Participation in World War I
  - 6.2.1 Phosphate/Lumber/ Agriculture/ Industries
  - 6.2.2 Tourism
  - *6.2.3 Military training centers: geography, climate
  - *6.2.4 Shipbuilding
  - 6.2.5 Food production
- 6.3 Florida's Boom Years
  - *6.3.1 Definition: "Boom"
  - 6.3.2 Factors increasing population
  - *6.3.3 Location: Miami
  - 6.3.4 Decline of boom
  - 6.3.5 Effect of boom
- 6.4 Great Depression
  - *6.4.1 Definition: economic depression
  - 6.4.2 American stock market crash
  - *6.4.3 Florida: stock market crash
  - *6.4.4 "New Deal"

FLORIDA HISTORY

    - 6.4.5 New Deal programs/agencies
    - *6.4.6 Federal work project
    - *6.4.7 Key West
    - 6.4.8 Government relief activities
    - 6.4.9 Alfred I. DuPont
  - 6.5 World War II
    - 6.5.1 Causes
    - 6.5.2 Demands on industry
    - *6.5.3 Florida's contribution
    - 6.5.4 Mapwork: military bases
    - *6.5.5 Jacksonville: military site
    - 6.5.6 United States entry
    - 6.5.7 Florida: anti-submarine operation
  - 6.6 Florida: Post-World War II
    - 6.6.1 Problems
    - 6.6.2 Education inadequacies
    - 6.6.3 "Fence Law"
    - 6.6.4 Cape Canaveral
    - *6.6.5 Tax law
    - *6.6.6 Income: 1950's, 1960's
    - 6.6.7 Population growth problems
    - *6.6.8 Civil Rights movement

- 7.0 Florida's People Today

  - 7.1 Population Factors/ Inhabitants' Problems
    - *7.1.1 Causes: population growth
    - 7.1.2 Definition: refuge
    - *7.1.3 Cuban immigrants
    - 7.1.4 Age groupings: male, female ratio
    - 7.1.5 Definition: density
    - *7.1.6 Definition: metropolitan area
    - 7.1.7 Definition: Florida's coastal zones
    - *7.1.8 Five metropolitan areas
    - 7.1.9 Metropolitan areas: age structure, racial composition
    - 7.1.10 Population growth: blacks
    - 7.1.11 Florida's Indians: location
    - 7.1.12 Definition: "cultural identity"
    - *7.1.13 Migrant worker: problems
    - 7.1.14 Poverty
    - 7.1.15 Discrimination: examples
    - 7.1.16 Housing problem
  - 7.2 Florida: Economic Factors, Problems
    - 7.2.1 Economic leadership: causes
    - 7.2.2 Population changes
    - 7.2.3 Citizens: economic growth benefits
    - 7.2.4 Tourism effects
    - 7.2.5 Mapwork: five economic regions
    - 7.2.6 Economic regions: major activities
    - *7.2.7 Social/ Environmental problems

- 8.0 Government in Florida

  - 8.1 State Government
    - 8.1.1 Federal government organization
    - 8.1.2 State government organization
    - *8.1.3 Definition: Governor
    - 8.1.4 Governor: powers, duties

FLORIDA HISTORY

- 8.1.5 Cabinet officers
- 8.1.6 Bureaucracy
- *8.1.7 Legislative Branch
- *8.1.8 Structure
- 8.1.9 Chart
- 8.1.10 Member
- *8.1.11 Judicial Branch
- 8.1.12 Types
- 8.1.13 Duties
- 8.2 Local Governments
  - *8.2.1 Definition: county government
  - 8.2.2 County Government: characteristics
  - *8.2.3 Definition: city government
  - 8.2.4 City government: types
  - 8.2.5 Definition: metropolitan
  - *8.2.6 Metropolitan government: Miami
  - *8.2.7 Definition: consolidated government
  - *8.2.8 Consolidated government: Jacksonville
  - 8.2.9 Definition: charter
  - 8.2.10 Special districts
- 8.3 Participation in Government
  - 8.3.1 Voters' role
  - 8.3.2 News Media's role
  - 8.3.3 Definition: lobbyist
  - 8.3.4 Lobbyist: functions
  - 8.3.5 Party membership: changes

9.0 Future for Florida

- 9.1 Interdependence
- 9.2 Future
  - 9.2.1 Needs of population
  - 9.2.2 Global connections

9.0 Future for Florida

- 9.1 Interdependence
- 9.2 Future
  - 9.2.1 Needs of population
  - 9.2.2 Global connections
  - 9.2.3 Sunbelt
- 9.3 Model for Future

PERFORMANCE OBJECTIVES
FLORIDA HISTORY

This semester social studies course places emphasis on the study of Florida history from the early explorers through the development of Florida as a territory and state to present day Florida governmental structure. A unit on the geography of Florida is also included. Successful completion of this course is based on teacher judgment.

Performance Objectives

1.0 Geography

*1.1 Students will demonstrate knowledge of Florida's location by the following methods:

(1) identifying the state of Florida on a map of the United States;

(2) labeling the Atlantic Ocean, Gulf of Mexico, St. Johns River, and Lake Okeechobee when given a map of Florida; and

(3) identifying Florida as a peninsula.

1.2 Students will demonstrate knowledge of Florida's physical and political features by the following methods:

(1) labeling the land forms (lowlands, highlands, the Everglades) of Florida on a map;

(2) labeling major cities and centers of population on a map;

*(3) selecting the location of Tallahassee when given a map of Florida;

*(4) selecting the location of the city of Jacksonville and Duval County when given a map of Florida;

*(5) selecting the direction of travel between cities in Florida; and

(6) listing five natural resources of Florida.

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* Indicates Minimum Level Skills

2.0 Early Inhabitants and Exploration

2.1 Students will examine Florida's early Indian inhabitants by the following methods:

(1) describing the migration of Indians into the Florida peninsula;

(2) evaluating changes in Indian lifestyle caused by environment;

(3) summarizing Indian village lifestyle;

*(4) identifying the Spanish as the first "white men" who made contact with the Indians; and

(5) locating on a map the main tribal areas of Florida Indians.

2.2 Students will demonstrate comprehension of Spanish exploration and settlement by the following methods:

*(1) identifying Ponce de Leon as the explorer given credit for the discovery of Florida in 1513;

*(2) selecting "La Florida" as the name given to Ponce de Leon's discovery;

(3) describing the exploration of Florida by Narvaez and DeSoto;

(4) outlining the attempt made by Tristan de Luna to colonize Florida;

*(5) identifying Jean Ribault as the explorer who established the first French settlement at Fort Caroline;

(6) describing the defeat of the French at Fort Caroline by the Spaniard Pedro Menendez;

*(7) naming St. Augustine as the site of the first Spanish settlement; and

(8) explaining why Spanish influence spread across Florida.

3.0 International Rivalry

3.1 Students will examine colonial conflict among European nations by the following methods:

(1) illustrating on a map of North America the territories and colonies controlled by France, Great Britain, and Spain;

(2) describing the threat posed by the French and English to Spanish territory;

(3) identifying the cause of the War of Spanish Succession; and

*(4) naming the French and Indian War as the event which resulted in England's possession of Florida in 1763.

3.2 Students will examine the period of British rule in Florida by the following methods:

(1) describing the division into East and West;

*(2) selecting St. Augustine and Pensacola as the capitals of East and West Florida;

(3) explaining the importance of the establishment of Pensacola as a center of trade with the Indians;

(4) describing political problems in West Florida;

(5) identifying land grants made by the British as an incentive to attract new settlers; and

(6) describing the hardship on the part of colonial organizers to establish colonies.

3.3 Students will examine the Revolutionary War by the following methods:

(1) discussing Florida's role;

(2) explaining the importance of the military action which took place at Pensacola in 1781; and

*(3) selecting the Treaty of Paris, 1783, as the document which ended British rule.

3.4 Students will examine the second period of Spanish rule by the following methods:

*(1) identifying the importance of Florida to Spain;

(2) explaining the problems created by Spain's inability to establish a Spanish population in Florida;

(3) describing Spain's lack of control over Florida's inhabitants;

(4) identifying the significance of the Louisiana Purchase in the decline of Spanish rule in Florida;

(5) describing the West Florida revolt;

(6) outlining the actions of the British in Florida during the War of 1812;

(7) describing Andrew Jackson's military campaigns in Florida; and

*(8) selecting the Adams-Onis Treaty as the document which transferred possession of Florida from Spain to the United States.

4.0 Development of a State

4.1 Students will demonstrate knowledge of Florida's period as a territory by the following methods:

*(1) selecting Escambia and St. Johns as the first two counties in the new territory;

*(2) naming Pensacola and St. Augustine as the two major centers of population in the territory;

*(3) identifying transportation and communication as the greatest problems of the territory;

(4) listing two forms of illegal activity common along the Florida coast during the early territorial period;

*(5) selecting Tallahassee as the site of Florida's capital; and

*(6) identifying agriculture, lumbering, and "wrecking" as factors which led to economic growth in the territory.

4.2 Students will examine the Seminole Indian Wars by the following methods:

*(1) discussing causes;

(2) describing the provisions of the Treaty of Moultrie Creek in 1823 and the treaty signed at Payne's Landing in 1832;

(3) explaining the failure of the treaties signed with Florida's Indians;

(4) describing military action;

*(5) identifying Osceola as a major leader among the Seminoles; and

(6) describing the effects of the Seminole Wars on the Indians and the development of Florida.

4.3 Students will demonstrate knowledge of Florida's attainment of statehood by the following methods:

*(1) identifying the writing of a constitution as the first step in applying for statehood;

(2) describing the role of slavery; and

*(3) selecting March 3, 1845, as the date Florida was admitted to the United States as the 27th state of the Union.

4.4 Students will describe Florida's secession from the Union by the following methods:

*(1) identifying slavery and "states' rights" as issues which led to the Civil War;

*(2) discussing the reasons Florida seceded from the Union; and

(3) selecting January, 1861, as the date Florida seceded from the United States.

5.0 The Civil War and Its Aftermath

5.1 Students will demonstrate comprehension of Florida's participation in the Civil War by the following methods:

(1) describing Florida's efforts to prepare for war;

(2) identifying the event which started the war;

(3) discussing the Confederate government's decision against a major defense of Florida;

(4) summarizing the attitude of Floridians living in the coastal regions;

*(5) selecting the supply of cattle and salt as Florida's main contribution to the war effort;

(6) discussing reasons for limited military action in the state; and

(7) describing events at Olustee and the Battle of Natural Bridge.

5.2 Students will describe the end of the Civil War by the following methods:

(1) identifying General Robert E. Lee's surrender in April, 1865, as marking the end of the war;

*(2) describing Florida's limited involvement; and

(3) discussing the changes facing Florida at war's end.

5.3 Students will demonstrate knowledge of Reconstruction by the following methods:

*(1) defining Reconstruction;

(2) listing steps Florida had to take in order to rejoin the Union;

*(3) identifying the purpose of the Black Codes;

*(4) identifying the reason why secret clubs were developed in North Florida and why they used violence against former slaves;

(5) identifying the need for education among blacks as the top priority by political reformers; and

(6) describing changes in the social order of the South.

6.0 Growth of Florida

6.1 Students will appraise the period of change in Florida during the late 1800's by the following methods:

(1) discussing the significance of Florida's elections in 1876;

(2) describing the leadership of the "Bourbons";

(3) describing differences in Florida's government as the result of a new constitution in 1886;

(4) examining Florida's economic activities;

(5) listing reasons for the growth in population;

(6) summarizing the significance of the railroad industry;

*(7) identifying Henry Plant and Henry Flagler as two important men in Florida's railroad industry;

(8) evaluating the significance of the Spanish-American War in 1898 on Florida's prosperity; and

(9) describing the influence of Napoleon Bonaparte Broward on state governmental reforms.

6.2 Students will demonstrate comprehension of Florida's participation in World War I by the following methods:

(1) discussing the changes in the phosphate, lumber, and agriculture industries;

(2) explaining the effects on tourism;

*(3) listing geography and climate as advantages for the selection of Florida sites as military training centers;

*(4) selecting shipbuilding as Florida's most important contribution to the war effort; and

(5) identifying food production as another important part of Florida's contribution.

6.3 Students will describe Florida's boom years by the following methods:

*(1) defining "boom" as a period of great prosperity and growth;

(2) identifying improvements in agriculture, transportation, and increase in tourism as factors which brought many people to Florida;

*(3) selecting Miami as the location at which the boom was centered;

(4) discussing reasons for the collapse of the boom; and

(5) evaluating the effects of the boom.

6.4 Students will describe the Great Depression years in Florida by the following methods:

*(1) defining economic depression;

(2) discussing reasons for the crash of the American stock market;

(3) explaining the effects of the stock market crash on Florida;

*(4) identifying the "New Deal";

(5) listing three New Deal programs and agencies;

*(6) identifying an example of a Works Progress Administration project that represented the federal government's effort to combat unemployment during the Depression;

*(7) identifying Key West as the hardest hit community in Florida during the Depression;

(8) discussing the effects of government relief activities; and

(9) explaining Alfred I. DuPont's role in Florida's recovery.

6.5 Students will examine World War II by the following methods:

(1) discussing causes of World War II;

(2) describing the demands on industry relating to the beginning of the war;

*(3) identifying military training centers in Florida as a contribution to the war effort;

(4) locating on a map the military bases during World War II;

*(5) identifying the importance of Jacksonville as a military training site to assist the war effort;

(6) identifying the rapid sequence of events that brought the United States into World War II and how these events influenced the growth of military installations in Florida; and

(7) describing Florida's role in anti-submarine operations.

6.6 Students will examine Florida's post-World War II years by the following methods:

(1) describing Florida's post-World War II problems;

(2) evaluating the inadequacies of Florida's education system;

(3) explaining the significance of the "Fence Law";

(4) selecting Cape Canaveral as the symbol for a new era in Florida;

*(5) assessing the importance of favorable tax law legislation that helped Florida's economy when given a graph of the state's economic growth during the twentieth century;

*(6) naming tourism as Florida's major source of income in the 1950's and 1960's;

(7) discussing problems associated with rapid population growth; and

*(8) describing the effects of the Civil Rights movement in Florida.

7.0 Florida's People Today

7.1 Students will examine population factors and problems of Florida's inhabitants by the following methods:

*(1) identifying migration, immigration, and natural increase as factors causing growth;

(2) defining refugee;

*(3) identifying Cubans as the majority of the immigrants who came in the 1960's;

(4) describing recent changes in age groups and male/female population;

(5) defining density;

*(6) identifying a metropolitan area as an urban area which has a large number of people who live in or near a city having a population of more than 50,000;

(7) identifying Florida's coastal zones as areas situated near the Atlantic Ocean or Gulf of Mexico;

*(8) selecting one of Florida's five metropolitan areas;

(9) describing the age structure and racial composition of Florida's metropolitan areas;

(10) discussing the rate of growth among blacks in Florida;

(11) identifying the location of Florida Indians;

(12) identifying the resurgence of Florida Indian cultural identity and their struggle to seek recognition;

*(13) discussing problems of the migrant worker;

(14) explaining what is meant by poverty;

(15) listing examples of discrimination in Florida; and

(16) discussing Florida's housing problem.

7.2 Students will examine economic factors and problems of Florida by the following methods:

(1) listing reasons for Florida's rise as a economic leader in the southeastern United States;

(2) describing changes in population brought about by economic growth;

(3) discussing benefits to Florida's citizens as a result of economic growth;

(4) discussing the effects of tourism on Florida's economic status;

(5) locating on a map Florida's five economic regions;

(6) identifying one major economic activity in each of the five regions; and

*(7) describing social and environmental problems associated with Florida's growth.

8.0 Government in Florida

8.1 Students will evaluate state government by the following methods:

(1) describing the organization of the federal government;

(2) describing the organization of the state government of Florida;

*(3) identifying the chief executive officer of the state as the governor;

(4) comparing the powers and duties of the governor with the powers and duties of the President of the United States;

(5) listing and explaining the role of state executive officials (cabinet);

(6) comparing the state bureaucracy to federal bureaucracy;

*(7) identifying the legislative branch of government which makes laws;

*(8) identifying the basic structure and organization of the state legislature as similar to the Congress of the United States;

(9) constructing a chart to show how laws are passed in the legislature;

(10) identifying the state senator and representative from their district;

*(11) identifying the judicial branch as the branch of government which explains or interprets laws;

(12) listing three types of state courts and identifying the types of cases that come before each court;

*(13) distinguishing the difference between the duties of the state attorney and the public defender when given a chart of the responsibilities of each; and

8.2 Students will demonstrate knowledge of local governments by the following methods:

*(1) defining county government as government of all citizens in a county;

(2) describing the two characteristics of county government;

*(3) defining city government as government of only those citizens living in the city itself;

(4) listing three types of city government;

(5) defining metropolitan government;

*(6) selecting Miami as an example of metropolitan government;

*(7) defining consolidated government;

*(8) selecting Jacksonville as an example of consolidated government;

(9) defining charter; and

(10) listing examples of special districts.

8.3 Students will examine the participation of Floridians in government by the following methods:

(1) describing voters' role in government;

(2) explaining the role of the news media;

(3) defining lobbyists;

(4) describing the function of a lobbyist; and

(5) discussing changes in party membership.

9.0 Future for Florida

9.1 Students will state that the interdependence of people and groups can affect the future in important ways.

9.2 Students will demonstrate knowledge of possible future challenges to be faced by Florida by:

(1) identifying the needs of the future population, including food, energy, and water sources;

(2) identifying how global connections affect the future; and

(3) identifying how Florida's role in the sunbelt will affect the future.

9.3 Students will predict some changes in Florida's culture that may occur in 50 years.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
FLORIDA HISTORY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Florida's People Today	2 weeks		Vest, pp. 178-224.	
8.0	Government in Florida	2 weeks		Vest, pp. 225-54.	
9.0	Future for Florida	1 week			Newspaper: Florida Times-Union

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
FLORIDA HISTORY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Geography	1 week	MLST	Banks B. Vest, Jr., et at, Florida: Historical and Contemporary Life in the Sunshine State (Tampa, Florida: Beach Products, Inc., 1974).	Newspaper: Florida Times-Union
2.0	Early Inhabitants/ Exploration	2 weeks		Vest, pp. 1-23.	
3.0	International Rivalry	2 weeks		Vest, pp. 24-47.	
4.0	Development of a State	3 weeks		Vest, pp. 49-75..	
5.0	Civil War/ Aftermath	2 weeks		Vest, pp. 77-95.	
6.0	Growth of Florida	3 weeks		Vest, pp. 97-171.	

INTRODUCTION
HUMAN RELATIONS

State Accreditator Number. . 0425
Course Code Number 2032
F.T.E. Category. 1.10
Instructional Level. . . . . Standard

Report Card Abbreviation . . Human Rel
Length of Course . . . . . . Semester
Credit . . . . ½ elective credit
Grade Level. 10, 11, 12

Prerequisites

None

Textbook(s)

Weaver, Richard L., Understanding Interpersonal Communication, 2nd Edition (Glenview: Scott, Foresman and Company, 1981).

Notes to Teachers

Students will master the concepts and skills developed for Human Relations as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

This elective social studies course emphasizes the mastering of interpersonal skills. Consequently, the course is very process-oriented and stresses the use of many appropriate activities.

HUMAN RELATIONS

- 1.0 Perception
  - *1.1 Definition
  - *1.2 Process
    - 1.2.1 Selecting stimuli
    - 1.2.2 Organizing information
    - 1.2.3 Interpreting information
  - 1.3 Influencing Factors
  - 1.4 Improvement Methods
    - *1.4.1 Restraint
    - 1.4.2 Closeness
    - 1.4.3 Availability
    - 1.4.4 Perceptivity
    - 1.4.5 Climate
    - *1.4.6 Change
- 2.0 Self-Concept
  - *2.1 Definition
  - 2.2 Self-awareness
    - *2.2.1 Behavior impact
    - *2.2.2 Negative impressions
    - *2.2.3 Stable framework
    - 2.2.4 Positive view of life
    - 2.2.5 Expected response
    - *2.2.6 View of others
    - *2.2.7 Messages: accepting, interpreting
  - 2.3 Self-acceptance
    - *2.3.1 Positive/Negative qualities
    - *2.3.2 Other's goals
    - 2.3.3 Conflict questions
    - 2.3.4 Rapid change
    - 2.3.5 Self-esteem
  - 2.4 Self-actualization
    - *2.4.1 Internally motivated growth
    - *2.4.2 Characteristics
    - 2.4.3 Self-knowledge
  - 2.5 Self-disclosure
    - *2.5.1 Definition
    - 2.5.2 Fears
    - 2.5.3 Benefits
  - 2.6 Johari Window
  - *2.7 Self-disclosure Skills
    - 2.7.1 Committing to growth
    - 2.7.2 Sharing feelings
    - 2.7.3 Taking risks
- 3.0 Interpersonal Communication
  - 3.1 Essential Elements
  - *3.2 Characteristics
    - 3.2.1 Size
    - 3.2.2 Feedback
    - 3.2.3 Style
    - 3.2.4 Intention
    - 3.2.5 Effect
    - 3.2.6 Verbal/Nonverbal
    - 3.2.7 Context
    - 3.2.8 Noise
  - 3.3 Basic Principles
    - *3.3.1 Observable behavior
    - *3.3.2 Verbal/Nonverbal
    - *3.3.3 Information/Relationships
    - 3.3.4 Equal/Unequal
    - *3.3.5 Process
    - *3.3.6 Circular
    - 3.3.7 Complex
    - *3.3.8 Irreversible/Unrepeatable
    - *3.3.9 Personality
  - 3.4 Communication Context
  - *3.5 Communication Skills
    - 3.5.1 Reaching out
    - 3.5.2 Showing patience
    - 3.5.3 Using existing relationships
    - 3.5.4 Becoming responsive
    - 3.5.5 Improving exactness
    - 3.5.6 Making contracts
  - 3.6 Listening Factors
    - 3.6.1 Physiological differences
    - 3.6.2 Mind processes
    - 3.6.3 Commitment
    - 3.6.4 Hidden messages
    - 3.6.5 Empathy

* Indicates Minimum Level Skills

HUMAN RELATIONS

*3.7 Empathic Listening Block
    3.7.1 Tuning out
    3.7.2 Desiring entertainment
    3.7.3 Avoiding exertion
    3.7.4 Criticizing characteristics
    3.7.5 Overwhelming emotions
3.8 Denotative/Connotative
*3.9 Effective Listening Results
    3.9.1 Stimulation/Meaningfulness
    3.9.2 Technique improvement
    3.9.3 Openness/Involvement
*3.10 Listening Skills
    3.10.1 Preparation
    3.10.2 Distractions
    3.10.3 Anticipation
    3.10.4 Adjustment
    3.10.5 Need
    3.10.6 Monitoring
*3.11 Feedback
    3.11.1 Definition
    3.11.2 Monitoring
    3.11.3 Two-way flow
    3.11.4 Accuracy
3.12 Positive Feedback
*3.13 Feedback Skills
    3.13.1 Preparation
    3.13.2 Clear/Prompt
    3.13.3 Specific
    3.13.4 Direct
    3.13.5 Monitor
    3.13.6 Commitment

4.0 Nonverbal Communication

*4.1 Definition
4.2 Characteristics
    4.2.1 Persistent flow
    4.2.2 Emotions
    4.2.3 Meaning
    4.2.4 Confusing
4.3 Verbal/Contrast
    *4.3.1 Repeat/Replace/Underscore
    4.3.2 Regulate behavior
    *4.3.3 Contradict verbal
4.4 Nonverbal Forms
4.5 Spatial Cues
*4.6 Spatial Distance
*4.7 Visual Cues
    4.7.1 Facial expression
    4.7.2 Eye contact
    4.7.3 Body posture/movement
    4.7.4 Physical appearance
4.8 Vocal Cues
    *4.8.1 Definition
    4.8.2 Characteristics
*4.9 Limitations
*4.10 Interpreting
    4.10.1 Context
    4.10.2 Interaction
    4.10.3 Tentative
4.11 Nonverbal Skills
    4.11.1 Self-awareness
    4.11.2 Review
    4.11.3 Experiment
    4.11.4 Train
    4.11.5 Patterns
    4.11.6 Perceptions
    4.11.7 Expression

5.0 Conflict

*5.1 Societal/Personal View
5.2 Effect
    5.2.1 Destroys acceptance
    5.2.2 Contrary views
    5.2.3 Presentation
    5.2.4 Jumping to conclusions
    5.2.5 Perceptions
    5.2.6 Hostility
5.3 Management
    5.3.1 Ignoring
    5.3.2 Attacking
    5.3.3 Agreeing
    5.3.4 Postponing
    *5.3.5 Resolving

HUMAN RELATIONS

- 5.4 Coping
  - 5.4.1 Information
  - 5.4.2 Overload
  - 5.4.3 Manipulation
  - 5.4.4 Ambiguity
  - 5.4.5 Organize
  - 5.4.6 Freedom of action
  - 5.4.7 Anticipation
- *5.5 Resolution Skills
  - 5.5.1 Define conflict
  - 5.5.2 View as joint problem
  - 5.5.3 State position
  - 5.5.4 Check perceptions
  - 5.5.5 Generate alternatives
  - 5.5.6 Reach mutual solution
  - 5.5.7 Implement solution

6.0 Assertiveness

- *6.1 Definition
- 6.2 Key
- *6.3 Nonassertive Characteristics
  - 6.3.1 Stay in background
  - 6.3.2 Refrain from taking a stand
  - 6.3.3 Allow others to make decisions
- *6.4 Aggressive Characteristics
  - 6.4.1 Impose on others
  - 6.4.2 Make decisions for others
  - 6.4.3 Manipulate others
- *6.5 Assertive Characteristics
  - 6.5.1 Support our position
  - 6.5.2 Make our own decision
  - 6.5.3 Understand other's feelings
- *6.6 Differentiate Behavior
- 6.7 Manipulation
  - 6.7.1 Authority position
  - 6.7.2 Giving in
  - 6.7.3 Overt aggression
  - 6.7.4 Excessive affection
- 6.8 Manipulation Coping
- 6.9 Assertiveness Skills
  - *6.9.1 Take responsibility
  - 6.9.2 Refrain from over-apologizing
  - 6.9.3 Avoid manipulation
  - 6.9.4 Exercise freedom
  - 6.9.5 Express openness

7.0 Attitudes

- *7.1 Definition
- 7.2 Relationship: Beliefs/Attitudes/Values
- 7.3 Three Dimensions
  - 7.3.1 Direction
  - 7.3.2 Strength
  - 7.3.3 Salience
- 7.4 Functions
  - 7.4.1 Adjustment-utility
  - 7.4.2 Ego-defense
  - 7.4.3 Value-expression
  - 7.4.4 Knowledge
- 7.5 Adjustment/Change
  - 7.5.1 External balance
  - 7.5.2 Internal balance
  - 7.5.3 Compliance
  - 7.5.4 Internalization
  - 7.5.5 Climate
- *7.6 Persuasion
  - 7.6.1 Tool for change
  - 7.6.2 Process
- 7.7 Persuasion Skills
  - 7.7.1 Approval
  - 7.7.2 Consistent: needs
  - 7.7.3 Consistent: alternatives
  - 7.7.4 Fear
  - 7.7.5 Reward
  - 7.7.6 Small changes

8.0 Application: Interpersonal Concepts/Skills

- 8.1 Essential Concepts/Skills
- 8.2 Negative Behavior

HUMAN RELATIONS

8.3 Maintaining Family Relationships
  8.3.1 Roles
  8.3.2 Power relationships
  8.3.3 Unrestricted language
  8.3.4 Opening channels
8.4 Friendship Factors
8.5 Changing Relationships
8.6 Employment Skills
8.7 Work Related Skills

PERFORMANCE OBJECTIVES
HUMAN RELATIONS

This elective course is designed to help students understand the basic principles and concepts of interpersonal relations and to help them improve their own interpersonal skills. Emphasis is placed on self-improvement through practical application of the key principles of the interpersonal process. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Perception

*1.1 Students will define perception as the process of gathering information and giving it meaning.

*1.2 Students will identify the three steps in the perceptual process as:

(1) selecting the stimuli to which we attach meaning;

(2) organizing information by:

(a) searching for a relationship between pieces of information and a larger framework into which we can place those pieces; and

(b) simplifying complex or confusing stimuli by finding patterns or order that will help us make sense of the available information by closure; and

(3) interpreting information by assigning some meaning through identification and/or evaluation.

1.3 Students will identify three factors which influence perception as stereotyping, proximity, and role.

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* Indicates Minimum Level Skills

1.4 Students will recall a method for improving skills in perception, such as:

*(1) exhibiting restraint in drawing conclusions;

(2) increasing temporal or spatial closeness;

(3) increasing physical and psychological availability;

(4) making an active commitment to increase our perceptivity;

(5) establishing a climate conducive to communication; and

*(6) recognition that our perceptions will change as our interests and experiences change.

2.0 Self-concept

*2.1 Students will define self-concept as "your idea of who you are."

2.2 Students will demonstrate knowledge of self-awareness by recalling that:

*(1) your behavior reflects feelings you hold about your self, others respond to your behavior, and the original feelings are confirmed;

*(2) negative impressions often create a cycle resulting in a negative self-concept;

*(3) a positive self-concept creates a framework that is stable and well-balanced enabling mistakes and failures to be successfully integrated into the behavior pattern without a shattering effect;

(4) if you have a positive self-concept and a rewarding and enjoyable relationship with others, you probably will hold a generally positive overall view of life;

(5) your self-concept determines how you wish to be responded to and will encourage you to seek that response;

*(6) how you view others often results from how you view and label your self; and

*(7) your self-concept affects the kinds of messages you accept and the way you interpret them.

2.3 Students will demonstrate knowledge of self acceptance by recalling that:

*(1) self-acceptance means identifying that your positive and negative qualities are equally valid, equally you, and and equally normal to have;

*(2) trying to live up to someone else's goals or image of you will make it more difficult to accept your self;

(3) questions which create conflict and demand personal decisions make it difficult to accept your self;

(4) rapid change affects the level of self acceptance we are able to achieve; and

(5) evaluation of self or self esteem contributes to a realistic self-concept.

2.4 Students will demonstrate knowledge of self-actualization by recalling that self-actualization:

*(1) involves growth that is motivated from within;

*(2) is characterized by a willingness to stand on your own two feet, trusting your self, and flexibility; and

(3) involves knowing your self well and being able to act on what you know.

2.5 Students will demonstrate knowledge of self-disclosure by recalling that:

*(1) self-disclosure simply means disclosing or revealing your self, showing what you know about your self;

(2) fear of self-disclosure may be due to the feeling that if they disclose themselves they might project an image they do not want to project; and

(3) benefits of self-disclosure include:

a) increasing accuracy in communication,

b) getting to know others better,

c) increasing your number of contacts and enlarging your group of friends, and

d) gaining increased insight into the "real" you.

2.6 Students will construct a Johari window demonstrating a specific example of self-disclosure.

*2.7 Students will recall that the basic skills for successful, constructive self-disclosure include:

(1) committing your self to growth;

(2) sharing your feelings with others; and

(3) taking risks in self-disclosure.

3.0 Interpersonal Communications

3.1 Students will design a model of interpersonal communications using the essential elements of people, messages, and effects.

*3.2 Students will demonstrate knowledge of the characteristics of interpersonal communications by recalling that interpersonal communication:

(1) involves two or three people;

(2) involves feedback;

(3) need not be face-to-face;

(4) need not be intentional;

(5) produces some effect;

(6) need not involve words;

(7) is affected by the context; and

(8) is affected by noise.

3.3 Students will identify the following basic principles of communication:

*(1) all observable behavior is communication and can be considered a message;

*(2) communication can be either verbal or non-verbal, or a combination of the two;

*(3) every communication contains information and defines relationships;

(4) communication relationships can be equal or unequal;

*(5) communication is a process or part of an ongoing series of actions;

*(6) communication is circular;

(7) communication is complex;

*(8) communication is irreversible and unrepeatable; and

*(9) communication involves the total personality.

3.4 Students will recall that communication always takes place in a human and environmental context which influences the kind of communication that occurs.

*3.5 Students will identify basic skills for improving interpersonal communication as:

(1) reaching out for new relationships;

(2) showing patience in relationship building;

(3) using existing relationships in new ways;

(4) becoming more open and responsive to our internal experiences and our environment;

(5) improving the exactness of your communication; and

(6) making an explicit contract for self-improvement.

3.6 Students will list factors determining effective listening as:

(1) physiological differences that affect what you hear;

(2) the difference in the speed at which words are spoken and the speed at which the mind processes those words;

(3) effective listening requires active commitment;

(4) the hidden messages contained in any communication; and

(5) effective listening requires empathy.

*3.7 Students will recall that blocks to empathic listening include:

(1) tuning out much of the talk we hear;

(2) wanting to be entertained;

(3) avoiding listening which is difficult or requires mental exertion;

(4) criticizing some unimportant characteristic rather than listening to what the person is saying; and

(5) letting your emotions take over.

3.8 Students will differentiate between the denotative meaning of a word and the connotative meaning of that word.

*3.9 Students will identify the following as likely results of more effective listening:

(1) reception of a more stimulating and meaningful message;

(2) improvement of our own communication techniques; and

(3) becoming more open and involved human beings.

*3.10 Students will demonstrate knowledge of skills to improve listening by identifying the following:

(1) being physically and mentally prepared to listen;

(2) controlling or eliminating distractions;

(3) anticipating the subject matter to be discussed;

(4) being prepared to adjust to the speaker;

(5) creating a need to listen; and

(6) monitoring the way you listen by concentrating on the message, suspending judgment, and empathizing.

*3.11 Students will demonstrate knowledge of the importance of feedback by recalling that:

(1) feedback consists of responses made to the speaker while communication occurs;

(2) monitoring feedback is our way of assuring that the message being received is as closely related as possible to the message we intend to send;

(3) effective communication assumes a two-way flow of information; and

(4) feedback promotes more accurate message transmission and more confidence in the message-transmission process.

3.12 Students will select the appropriate style of positive feedback when given specific examples of communication situations.

*3.13 Students will recall that the steps for improving feedback skills include:

(1) being prepared to give verbal and/or nonverbal feedback;

(2) assuring feedback is clear and prompt;

(3) applying feedback to be specific for a single message;

(4) directing feedback to the message being sent and not to the person communicating;

(5) monitoring the effect of your feedback; and

(6) committing yourself to the honest exchange of meaning.

4.0 Nonverbal Communication

*4.1 Students will define nonverbal communication as communicating without using words.

4.2 Students will identify the following characteristics of nonverbal communications:

(1) the sending and receiving of nonverbal messages in an uninterrupted, persistent flow;

(2) convey emotions;

(3) can be rich with meaning; and

(4) may be confusing.

4.3 Students will demonstrate knowledge of the relationship between verbal and nonverbal communication by recalling that nonverbal communication may:

*(1) repeat, replace, or underscore verbal communication;

(2) regulate behavior; and

*(3) contradict or override verbal communication.

4.4 Students will recall the forms of nonverbal communication to include (1) sign language, (2) action language, and (3) object language.

4.5 Students will demonstrate comprehension of spatial cues for nonverbal communication by selecting the appropriate type of communication when given the distance between participants.

*4.6 Students will recall that determination of spatial distance is dependent on a large number of variables including social norms, topic of discussion, social setting, and relationship of communication.

*4.7 Students will demonstrate knowledge of visual cues for nonverbal communication by identifying that:

(1) facial expression communicates emotional states and reveals thought processes;

(2) eye contact is essential in opening and closing communication channels;

(3) body posture and movements communicate attitudes, status, deception, and reinforce facial communications; and

(4) physical appearance affects the way we are perceived and responded to by others.

4.8 Students will demonstrate knowledge of vocal cues used in nonverbal communication by recalling that:

*(1) vocal cues are all those attributes of sound that can convey meaning; and

(2) vocal cues can reveal attitudes, emotions, locus of control, and personality traits.

*4.9 Students will recall that accuracy in reading nonverbal messages is limited by physical constraints and depends on interest, attitude, knowledge, and practice.

*4.10 Students will recall that in interpreting nonverbal messages:

(1) nonverbal communication always occurs in a context and the meanings conveyed are directly tied to that context;

(2) nonverbal cues should not be viewed in isolation but must be observed as they interact with each other; and

(3) when observing nonverbal communication, our conclusions should always be tentative rather than final.

4.11 Students will identify methods to improve our nonverbal communication skills by:

(1) increasing our own self-awareness;

(2) reviewing our own communication experiences;

(3) experimenting with different types of behaviors;

(4) training ourselves to be more empathic;

(5) looking for patterns in behavior;

(6) checking our perceptions; and

(7) expressing our feelings.

5.0 Conflict

*5.1 Students will differentiate between societal and personal views of conflict by noting that society views conflict as inherently bad and conditions us to be nonaggressive, while the personal view accepts conflict as a natural part of all relationships and stresses the need to use conflict constructively.

5.2 Students will demonstrate the effect of disagreement on effective communication by identifying barriers to communication, including:

(1) destruction of an atmosphere of acceptance;

(2) development of contrary views and attitudes;

(3) presentation of a newly acquired and potentially controversial idea to someone;

(4) jumping to conclusions before we have sufficient facts on which to base a judgment;

(5) perception of the other person's having low credibility; and

(6) presence of open hostility.

5.3 Students will recall that styles of managing conflict include:

(1) ignoring conflict by actively denying it exists or running away from it;

(2) attacking the other person directly by challenging his or her credibility;

(3) giving in or agreeing to meet the other person halfway;

(4) postponing confrontation in the hope that the conflict can be eliminated; and

*(5) working through the problem until differences are resolved or both parties agree to disagree.

5.4 Students will identify the following effective techniques to cope with conflict:

(1) finding out all we can about the problem to assure ourselves that we have more than one way to deal with it;

(2) avoiding communication overload;

(3) avoiding manipulative communication;

(4) avoiding ambiguous communication;

(5) organizing ourselves to think, to monitor, and to reevaluate before responding;

(6) being free to act and to deal with conflict, and avoid being pushed into action before we are ready; and

(7) anticipating conflict situations and be confident in our ability to deal with conflicts.

*5.5 Students will identify skills used in improving conflict resolution as:

(1) defining the conflict and identifying specific causes;

(2) viewing the conflict as a joint problem;

(3) stating one's position clearly and focusing on what behavior is acceptable or unacceptable;

(4) checking one's perceptions, paraphrasing responses, and listening empathically;

(5) generating alternative solutions;

(6) reaching a mutually acceptable solution; and

(7) implementing and evaluating the adopted solution.

6.0 Assertiveness

*6.1 Students will define assertiveness as thinking, saying, and acting on the fact that each of us "is" and "wants" certain things.

6.2 Students will recall that the key to assertive behavior is the realization that all human beings are equal and each has a right to act in his or her own best interest through personal choice.

*6.3 Students will identify the characteristics of nonassertive behavior as:

(1) staying in the background;

(2) refraining from taking a stand or sticking to the middle-of-the-road position; and

(3) allowing others to make decisions for us.

*6.4 Students will identify the characteristics of aggressive behavior as:

(1) trying to impose our positions on others;

(2) always making decisions for others; and

(3) attempting to manipulate others.

*6.5 Students will identify the characteristics of assertive behavior as:

(1) standing up for the position that matches our feelings or the evidence;

(2) making our own decisions based on what we think is right; and

(3) trying to understand feelings of others.

*6.6 Students will differentiate between assertiveness, nonassertiveness, and aggression when given a specific example of behavior.

6.7 Students will identify some signs of manipulation as when people:

(1) in positions of authority rely wholly on their position to get us to do something;

(2) give in to us too readily, feign extreme sensitivity, or withdraw from the slightest confrontation;

(3) are overtly aggressive, unkind, or threatening to us; and

(4) are excessively or unreasonably affectionate.

6.8 Students will recall that assertive behavior will help us cope with those who attempt to manipulate us.

6.9 Students will identify the following steps to improve skills in assertiveness:

*(1) taking responsibility for our selves and our behaviors;

(2) refraining from over-apologizing;

(3) avoiding manipulation of others;

(4) feeling free to change our minds and to make mistakes; and

(5) feeling free to say "I don't know," "I don't understand," or "I don't care."

7.0 Attitudes

*7.1 Students will define attitude as a system of beliefs organized around a common subject.

7.2 Students will identify the relationship between beliefs, attitudes, and values by analyzing an illustrative situation.

7.3 Students will identify the three dimensions of an attitude as:

(1) the direction of an attitude or its degree of favorableness, unfavorableness, or neutrality;

(2) the strength or intensity of the attitude; and

(3) the salience or degree of prominence and conspicuousness.

7.4 Students will recall that the functions of attitudes include:

(1) an adjustment-utility function; when we like things that satisfy our needs;

(2) an ego-defense function; when we hold attitudes to cover up our insecurities or protect against external threats;

(3) a value-expression function; when we use attitudes to express our beliefs and values; and

(4) a knowledge function; when we use attitudes to help understand our environment by organizing and structuring it.

7.5 Students will identify methods for attitude change or adjustment as:

(1) straining to achieve balance between our attitude and a different attitude held by another person;

(2) resolving imbalances within our own attitudes;

(3) temporarily changing attitudes because of compliance or identification;

(4) permanently changing attitudes through internalization; and

(5) creating a climate conducive to attitude change.

*7.6 Students will demonstrate knowledge of persuasion by recalling that persuasion:

(1) is the tool used to bring about changes in other peoples attitudes; and

(2) uses interpersonal advice, urging, or inducements to get another person to act or think in a specific way.

7.7 Students will identify skills for improving persuasion, including the following:

(1) showing others that what you propose is approved by someone important to them;

(2) showing others that what you propose is consistent with their needs;

(3) showing that your proposal is consistent with alternative needs as well;

(4) describing that fear plays an important role in attitude change;

(5) offering a reward or incentive for attitude change; and

(6) making smaller changes consistent with their long-range goals.

8.0 Application of Interpersonal Concepts and Skills

8.1 Students will decide which interpersonal concepts and skills are essential for effective functioning in families, among friends, and at work.

8.2 Students will recall that placating, blaming, computing, and distracting have a negative effect on family relationships; while leveling is a remedy for these negative patterns.

8.3 Students will identify the methods for maintaining family relationships as:

(1) dealing with roles and behaviors;

(2) facing power relationships;

(3) using unrestricted language; and

(4) opening communication channels.

8.4 Students will select those factors most important in forming and maintaining friendships.

8.5 Students will summarize the process involved in changing or breaking off relationships.

8.6 Students will demonstrate skills in obtaining employment by creating a résumé and participating in a simulated job interview.

8.7 Students will identify work-related communication barriers and skills used to overcome these barriers.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
HUMAN RELATIONS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Perception	1½ weeks	MLST	Weaver, Richard L., Understanding Interpersonal Communications, 2nd Edition (Glenview: Scott, Foresman and Company, 1981), pp. 44-69.	Books: Whitney, C. I., Sathré, F. S., and R. W. Olson, Activities Supplement for Let's Talk (Glenview: Scott, Foresman and Company, 1973), pp. 12-13. Levine, Ann, Understanding Psychology, 2nd Edition (New York: Random House, 1977), pp. 110-116, 239-242. Kits: Cromwell, et al, Becoming: A Course in Human Relations (Philadelphia: J. B. Lippincott Co., 1975), "Interaction," pp. 76-101. Inquiry into Human Perception: The Nature of Beauty and Ugliness (White Plains: Center for the Humanities, 1974). Films: The Eye of the Beholder Sense Perception

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Perception (continued)				Drawing Conclusions Is a Tricky Art Labels: If You Label It This, It Can't Be That
2.0	Self-Concept	1½ weeks	MLST	Weaver, pp. 70-105.	Books: Whitney, pp. 13-21, 1-2. Levin, pp. 238-239, 207-211, 347-348. Klein, D. and M. Klein, Your Self and Others (Evanston: McDougal, Littell and Co., 1975). Kits: Cromwell, "Relating," pp. 61-126. Am I Worthwhile? Identity and Self Image (White Plains: Center for the Humanities, 1974). Films: The Human Image: What Is the Good Life

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Self-Concept	(continued)			*Guidance for the 70's: Self-Esteem* *Barbara: Inside Out* *Me, Myself and Maybe* *Mirror, Mirror* *The Joy of Achievement*
3.0	*Interpersonal Communication*	3 weeks	MLST	Weaver, pp. 12-43, 106-133, 136-138.	Books: Whitney, pp. 1-9, 63-64. Johnson, D. W. and F. D. Johnson, *Joining Together: Group Theory and Group Skills* (Englewood Cliffs: Prentice-Hall, 1975), pp. 109-137. Kits: Cromwell, "Relations," pp. 128-166, 17-54. Cromwell, "Interactions," pp. 145-189. *Language, Signs, and Symbols: How Man Communicates*, Parts I and II (White Plains: The Center for the Humanities, 1972).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Interpersonal Communication	(continued)			Films: Communicating Effectively Person-to-Person: Making Communications Work I Agree You're Wrong
4.0	Nonverbal	2 weeks	MLST	Weaver, pp. 160-199.	Books: Whitney, pp. 43-45. Levin, pp. 223-237. Kits: Cromwell, "Relating," pp. 147-160. Cromwell, "Interaction," pp. 170-172. Films: Communication: The Nonverbal Agenda Communication by Voice and Action
5.0	Conflict	2 weeks	MLST	Weaver, pp. 228-253.	Books: Johnson, pp.139-202. Whitney, pp. 25-26, 34.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
					Kits: Cromwell, "Interaction," pp. 92-96, 102-105. Films: Handling Marital Conflicts Communication or Confrontation Communication Roadblocks
6.0	Assertiveness	2 weeks	MLST	Weaver, pp. 254-279.	Books: Levin, pp. 343-346. Films: How to Say No
7.0	Attitudes	2 weeks	MLST	Weaver, pp. 200-227.	Books: Whitney, pp. 35-42. Levin, pp. 279-300. Kits: Cromwell, "Relating," pp. 93-127. Clarifying Your Values: Guidelines for Living (White Plains: The Center for the Humanities, 1974).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Attitudes (continued)				Words as Weapons (Palantine, IL: Learning Seed Co., 1980). Films: Attitudes, Emotions, and Driving
8.0	Family, Friends, and Work	2 weeks		Weaver, pp. 280-345.	Books: Klein, pp. 169-196. Levin, pp. 242-247, 355-380, 493-515. Kits: Getting Along on the Job (Harvest Educational Labs, 1977). Job Attitudes: Trouble at Work (Pleasantville: Guidance Associates, 1970). Finding Your Job (Jamaica, NY: Educational Direction, Inc., 1972).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
8.0	Family, Friends and Work	(continued)			ABC's of Getting and Keeping a Job (Jamaica, NY: Educational Direction, Inc., 1972). Films: Job Interview: I Guess I Got the Job What Do We Look Like to Others

INTRODUCTION
INTRODUCTION TO SOCIAL STUDIES

State Accreditator Number. . 0443
Course Code Number 2014
F.T.E. Category. 1.10
Instructional Level. . . . . Standard

Report Card Abbreviation . . Intro SS AVC
Length of Course . . . . . . Year
Credit 1
Grade Level. 11, 12

Prerequisites

American History and Institutions II

Textbook(s)

Bonstingl, John Jay, Introduction to the Social Sciences (New York: Allyn and Bacon, 1980).

Notes to Teachers

Students will master the concepts and skills developed for Introduction to Social Studies (AVC) as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks(*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

The Teacher's Guide to the text, Introduction to Social Sciences, provides facsimiles of handouts for experiments and tests for each unit. It also outlines modules which help in lesson planning.

COURSE OUTLINE

ISS 2

INTRODUCTION TO SOCIAL STUDIES

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- 1.0 Introduction to Course
  - 1.1 Meaning of Social Studies
    - *1.1.1 Definition
    - *1.1.2 Examples
  - 1.2 Meaning of Behavioral Science
    - 1.2.1 Definition
    - 1.2.2 Examples
- 2.0 Development of Study Skills
  - 2.1 Purpose of learning
    - 2.1.1 Definition: objective
    - 2.1.2 Types
  - 2.2 Use of Memory
    - 2.2.1 Definition: memory
    - 2.2.2 Types
    - 2.2.3 Memorization
  - 2.3 Steps of Studying
    - 2.3.1 Listing five steps
    - 2.3.2 Time log
    - 2.3.3 Definition: environment
    - 2.3.4 Analyze study habits
  - 2.4 Use of Reading
    - 2.4.1 Reading materials
    - 2.4.2 Pleasure
    - 2.4.3 Text
    - 2.4.4 Reference
    - 2.4.5 Examples
    - 2.4.6 SQ3R method
    - 2.4.7 Steps
  - 2.5 Skills of Studying
    - 2.5.1 Outline
    - 2.5.2 Outlining
    - 2.5.3 Taking notes
    - 2.5.4 Research
    - 2.5.5 Readers' Guide
    - 2.5.6 Using the Readers Guide
    - 2.5.7 Using a dictionary
    - 2.5.8 Using an encyclopedia
    - 2.5.9 Almanac
    - 2.5.10 Using an almanac
    - 2.5.11 Types of books
    - 2.5.12 Dewey Decimal System
    - 2.5.13 Using call number
    - 2.5.14 Using the card catalog
    - 2.5.15 Bibliography
- 3.0 Psychology
  - 3.1 Meaning of Psychology
    - *3.1.1 Definition
    - 3.1.2 Behavioral science
  - *3.2. Development of Personality
    - 3.2.1 Definition: personality
    - 3.2.2 Factors
    - 3.2.3 Experience
    - 3.2.4 Heredity
    - 3.2.5 Environment
    - 3.2.6 Emotions
    - 3.2.7 Examples
  - 3.3 How to Solve a Personal Problem
    - 3.3.1 Steps
    - 3.3.2 Application
  - 3.4 How People Meet their Needs
    - 3.4.1 Definition: needs
    - 3.4.2 Examples
    - 3.4.3 Self-actualized
    - *3.4.4 Self-concept
  - 3.5 Relationship of Perception/Learning
    - *3.5.1 Definition: Perception
    - 3.5.2 Stimulus
    - 3.5.3 Response
    - 3.5.4 Ivan Pavlov's study
    - 3.5.5 Reinforcement
    - 3.5.6 Punishment

* Indicates Minimum Level Skills

INTRODUCTION TO SOCIAL STUDIES

*3.5.7 Examples: rewards, punishments
3.5.8 Definition: learning
3.6 Meaning of Parapsychology
3.6.1 Definition
3.6.2 Examples

4.0 Sociology

4.1 Meaning of Sociology
*4.1.1 Definition
4.1.2 Behavioral science
4.2 Meaning of Groups
4.2.1 Definition
4.2.2 Types
4.2.3 Primary
4.2.4 Secondary
*4.2.5 Examples
*4.2.6 Peer
*4.2.7 Examples
4.2.8 Community
4.2.9 Example
*4.2.10 Society
4.3 Process of Socialization
4.3.1 Definition
*4.3.2 Norms
4.3.3 Examples
4.3.4 Role
*4.3.5 Examples
4.3.6 Family
4.3.7 School
*4.4 Needs of Society
4.5 Meaning of Values
*4.5.1 Definition
4.5.2 Examples
4.6 Meaning of Social Change
4.6.1 Status
4.6.2 Class
*4.6.3 Major Classes
4.6.4 Characteristics
4.6.5 Class changes
4.6.6 Social changes
4.7 Communication
4.7.1 Communication: definition
4.7.2 Verbal communication
4.7.3 Nonverbal communication
*4.7.4 Examples: verbal, nonverbal communication

5.0 Anthropology

5.1 Meaning of Anthropology
*5.1.1 Definition
5.1.2 Behavioral science
5.1.3 Types
*5.1.4 Culture
5.1.5 Artifacts
5.1.6 Ethnocentrism
*5.1.7 Example
5.1.8 Ethnic group
*5.1.9 Example
5.2 Importance of Language
5.2.1 Definition
5.2.2 Hieroglyphics
*5.2.3 Dialect
5.2.4 Comparison
5.3 How to Analyze a Culture
5.3.1 Things to study
5.3.2 Comparison
5.3.3 Archaeological dig

6.0 Geography

6.1 Meaning of Geography
*6.1.1 Definition
6.1.2 Types

INTRODUCTION TO SOCIAL STUDIES

- 6.2 Meaning of Systems
    - 6.2.1 Definition
    - 6.2.2 Ecosystem
    - *6.2.3 Major systems of Earth
    - 6.2.4 Map
    - 6.2.5 Time
    - 6.2.6 Axis
    - 6.2.7 Equator
    - 6.2.8 Rotation
    - 6.2.9 Revolution
- 6.3 Natural Resources of Earth
    - 6.3.1 Definition
    - 6.3.2 Examples
    - 6.3.3 Problems of limited resources
- *6.4 Specific Data from Maps
- *6.5 Legends
    - 6.5.1 Facts
    - 6.5.2 Directions
    - 6.5.3 Distance
- 6.6 Preparing a Map

7.0 History

- 7.1 Meaning of History
    - *7.1.1 Definition
    - 7.1.2 Chronology
    - *7.1.3 Events in order
    - 7.1.4 Time line
    - 7.1.5 Oral history
- 7.2 Historical Method
    - 7.2.1 Steps of inquiry
    - 7.2.2 Frame of reference
    - 7.2.3 Fact/Opinion
    - 7.2.4 Primary/Secondary evidence
- 7.3 Tools of Inquiry
    - 7.3.1 Classification of information
    - 7.3.2 Frames of reference
    - *7.3.3 Examples: facts, opinions
    - *7.3.4 Examples: primary, secondary evidence

8.0 Political Science

- 8.1 Meaning of Political Science
    - *8.1.1 Definition
    - 8.1.2 Types of governments
    - 8.1.3 Examples
- 8.2 Governments of United States
    - 8.2.1 Definition: constitution
    - *8.2.2 U.S. Constitution
    - 8.2.3 Separation of powers
    - 8.2.4 Branches of government
    - 8.2.5 Powers/Duties of branches
    - *8.2.6 President
    - *8.2.7 Supreme Court
    - *8.2.8 U.S. Congress
    - 8.2.9 Checks/Balances
    - 8.2.10 Federalism
    - 8.2.11 Prepare a chart
- 8.3 Election Process of United States
    - 8.3.1 Definition: candidate
    - 8.3.2 Campaign
    - 8.3.3 Voter
    - 8.3.4 Requirements for voting
    - 8.3.5 Members in campaign
    - 8.3.6 Issues
    - 8.3.7 Mock election

INTRODUCTION TO SOCIAL STUDIES

- 8.4 Legal System of United States
  - 8.4.1 Definition: law
  - 8.4.2 Adversary system
  - 8.4.3 Civil law
  - *8.4.4 Example
  - 8.4.5 Criminal law
  - 8.4.6 Types of crime
  - *8.4.7 Example
  - 8.4.8 Process of criminal justice
  - *8.4.9 Definitions
  - *8.4.10 Juvenile law
  - *8.4.11 Definitions

9.0 Economics

- 9.1 Meaning of Economics
  - *9.1.1 Definition
  - 9.1.2 Basic questions
  - *9.1.3 Types
- 9.2 How Economies Work
  - 9.2.1 Factors of production
  - *9.2.2 Examples: resources
  - 9.2.3 Scarcity
  - 9.2.4 Law of scarcity
  - *9.2.5 Effect
  - 9.2.6 Definition: goods
  - 9.2.7 Definition: service
  - *9.2.8 Examples
  - 9.2.9 Price
  - 9.2.10 Money
  - *9.2.11 Definition: consumer
  - 9.2.12 Definition: demand
  - 9.2.13 Definition: supply
  - *9.2.14 Examples: laws of supply/demand
  - *9.2.15 Supply/Demand Schedules
- 9.3 Consumer Economics
  - 9.3.1 Definition
  - *9.3.2 Budget
  - 9.3.3 Preparing a budget
  - 9.3.4 Types of credit
  - 9.3.5 Mock application
  - 9.3.6 Banking services
  - 9.3.7 Preparing a checkbook
  - 9.3.8 Fraud
  - 9.3.9 Types
  - 9.3.10 Examples
  - 9.3.11 Consumer laws
  - 9.3.12 Consumer protection: agencies

10.0 Comparative Institutions (AVC)

- 10.1 Political Party Systems
  - 10.1.1 Definition
  - 10.1.2 Example: two-party system
  - 10.1.3 Example: one-party system
- 10.2 Differences: Command/Market Economy
  - 10.2.1 Definition: command economy
  - 10.2.2 Definition: market economy
  - 10.2.3 Characteristics
  - 10.2.4 Capitalism
  - 10.2.5 Mixed economy
  - 10.2.6 Examples: United States/U.S.S.R.
- 10.3 Communism Totalitarianism
  - 10.3.1 Totalitarianism
  - 10.3.2 Socialism
  - 10.3.3 Definition: communism
  - 10.3.4 Examples
  - 10.3.5 Karl Marx
  - 10.3.6 Communist revolution
  - 10.3.7 Russian revolution
  - 10.3.8 N. Lenin
  - 10.3.9 Chinese revolution
  - 10.3.10 Mao Tse-tung

INTRODUCTION TO SOCIAL STUDIES

10.4 Comparison: Democracy/ Communism
  10.4.1 Political systems
  10.4.2 Economic systems
  10.4.3 Lifestyles
  10.4.4 Education/ Youth activities
  10.4.5 Role of media
  10.4.6 Rights of citizens

PERFORMANCE OBJECTIVES
INTRODUCTION TO SOCIAL STUDIES

Introduction to Social Studies is an elective social studies credit course which is designed to improve the abilities of students to interpret their world. It includes basic skills and vocabulary in psychology, sociology, anthropology, geography, history, political science, and economics. It also meets the state AVC requirement for graduation. A special unit on legal systems is included. Successful completion of this course is based on teacher judgement and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to Course

1.1 Students will demonstrate knowledge of the meaning of social studies by:

*(1) selecting the definition of social studies; and

*(2) identifying examples of social studies courses.

1.2 Students will demonstrate knowledge of the meaning of behavioral science by:

(1) identifying a definition of a behavioral science; and

(2) listing the three behavioral sciences studied in this course.

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*Indicates Minimum Level Skills

2.0 Development of Study Skills

2.1 Students will demonstrate knowledge of the purpose of objectives in studying by identifying;

(1) a definition of an objective; and

(2) the three types of objectives.

2.2 Students will demonstrate knowledge of the use of memory in studying by:

(1) selecting a definition of memory;

(2) identifying the two types of memory; and

(3) identifying the three types of memorization.

2.3 Students will demonstrate knowledge of the steps of studying by:

(1) listing the five steps;

(2) developing a time log for studying;

(3) selecting a definition of environment; and

(4) analyzing present study habits.

2.4 Students will demonstrate knowledge of use of reading in studying by:

(1) identifying the three basic types of reading materials;

(2) selecting a definition of pleasure reading;

(3) selecting a definition of text reading;

(4) selecting a definition of reference reading;

(5) listing examples of reading materials;

(6) identifying the purpose of SQ3R Method; and

(7) explaining each of the five steps of the SQ3R Method.

2.5 Students will demonstrate knowledge of the skills of studying by:

(1) identifying the purpose of an outline;

(2) outlining an assigned reading;

(3) taking notes from an assigned reading;

(4) identifying the process of looking up and using information;

(5) identifying the Readers' Guide to Periodical Literature;

(6) using the Readers' Guide to locate articles on specified topics;

(7) using a dictionary to define words from a list;

(8) using an encyclopedia to find information on a specified topic;

(9) identifying the purpose of the almanac;

(10) using an almanac to find specified information;

(11) identifying the two basic types of books;

(12) identifying the Dewey Decimal System;

(13) locating a book by its call number;

(14) using the card catalog in a media center; and

(15) identifying a bibliography.

3.0 Psychology

3.1 Students will demonstrate knowledge of the meaning of psychology by:

*(1) selecting a definition of psychology; and

(2) identifying psychology as a behavioral science.

*3.2 Students will demonstrate knowledge of the development of personality by:

(1) selecting a definition of personality;

(2) identifying the three things that cause differences in personality;

(3) selecting a definition of experience;

(4) selecting a definition of heredity;

(5) selecting a definition of environment;

(6) selecting a definition of emotions; and

(7) identifying examples of actions caused by emotions.

3.3 Students will demonstrate knowledge of how to solve a personal problem by:

(1) discussing the six steps to problem solving; and

(2) applying problem solving skills to specified examples.

3.4 Students will demonstrate knowledge of how people meet their needs by selecting:

(1) a definition of needs;

(2) examples of needs;

(3) a definition of self-actualized; and

*(4) a definition of self-concept.

3.5 Students will demonstrate knowledge of the relationship between perception and learning by:

*(1) selecting a definition of perception;

(2) selecting a definition of stimulus;

(3) selecting a definition of response;

(4) discussing Ivan Pavlov's study of how people learn;

(5) selecting a definition of reinforcement;

(6) selecting a definition of punishment;

*(7) identifying examples of actions which show reward or punishment; and

(8) selecting a definition of learning.

3.6 Students will demonstrate knowledge of the meaning of parapsychology by:

(1) selecting a definition of parapsychology; and

(2) selecting descriptions of examples of parapsychology.

4.0 Sociology

4.1 Students will demonstrate knowledge of the meaning of sociology by:

*(1) selecting a definition of sociology; and

(2) identifying sociology as a behavioral science.

4.2 Students will demonstrate knowledge of the meaning of groups by:

(1) selecting a definition of group;

(2) identifying the two types of groups;

(3) selecting a definition of a primary group;

(4) selecting a definition of a secondary group;

*(5) identifying examples of a primary or a secondary group;

*(6) selecting a definition of peer group;

*(7) identifying from a list of people those who belong in their peer group;

(8) selecting a definition of community;

(9) selecting one example of community; and

*(10) selecting a definition of society.

4.3 Students will demonstrate knowledge of the process of socialization by:

(1) selecting a definition of socialization;

*(2) selecting a definition of norms;

(3) identifying examples of norms;

(4) selecting a definition of role;

*(5) identifying an example of a role-relationship such as mother-daughter, teacher-student, or husband-wife;

(6) selecting a definition of nuclear family; and

(7) identifying school as a place for learning how to live in the adult world.

*4.4 Students will identify needs met by the five basic institutions of a society.

4.5 Students will demonstrate knowledge of the meaning of values by:

*(1) selecting a definition of values; and

(2) identifying examples of values.

4.6 Students will demonstrate knowledge of the meaning of social change by:

(1) selecting a definition of status;

(2) selecting a definition of class;

*(3) identifying the three major social classes in our society;

(4) selecting descriptions of the upper, middle, and lower classes;

(5) discussing how people can change classes; and

(6) discussing the social changes in the family, education, sex roles, and work in our society.

4.7 Students will demonstrate knowledge of how people communicate by:

(1) selecting a definition of communication;

(2) selecting a definition of verbal communication;

(3) selecting a definition of nonverbal communication; and

*(4) identifying examples of verbal or nonverbal communication.

5.0 Anthropology

5.1 Students will demonstrate knowledge of the meaning of anthropology by:

*(1) selecting a definition of anthropology;

(2) identifying anthropology as a behavioral science;

(3) identifying the three types of anthropology;

*(4) selecting a definition of culture;

(5) selecting a definition of an artifact;

(6) selecting a definition of ethnocentrism;

*(7) identifying one example of ethnocentrism;

(8) selecting a definition of ethnic group; and

*(9) identifying examples of an ethnic group in our culture.

5.2 Students will demonstrate knowledge of the importance of language to a culture by:

(1) selecting a definition of language;

(2) identifying the form of writing which developed in ancient Egypt;

*(3) selecting a definition of dialect; and

(4) comparing words in the English language to the language of another culture.

5.3 Students will demonstrate knowledge of how to analyze a culture by:

(1) listing things to study about a culture;

(2) comparing two specified cultures; and

(3) conducting an archaeological dig.

6.0 Geography

6.1 Students will demonstrate knowledge of the meaning of geography by:

*(1) selecting a definition of geography; and

(2) identifying the four types of geography.

6.2 Students will demonstrate knowledge of the meaning of systems by:

(1) selecting a definition of system;

(2) selecting ecosystem as the Earth's system of life, made up of all living things and beings on this planet;

*(3) selecting one example of the major systems of the planet Earth;

(4) labeling a world map to show specified information on the Earth's system;

(5) selecting a definition of time in relation to measuring the Earth's movement;

(6) selecting a definition of axis;

(7) selecting a definition of equator;

(8) selecting a definition of rotation in relation to the Earth and Sun; and

(9) selecting a definition of revolution in relation to the Earth and Sun.

6.3 Students will demonstrate knowledge of the Earth's natural resources by:

(1) selecting a definition of natural resources;

(2) selecting examples of natural resources; and

(3) discussing problems that happen when the amount of natural resources decreases.

*6.4 Students will identify specific data from charts, tables and graphs.

*6.5 Students will demonstrate knowledge of map-reading when given a simple map by identifying:

(1) specific facts using the legend;

(2) specific directions (North, Northeast, South, Southeast, etc.) using the compass rose, and

(3) an approximate distance between two points using a scale of miles.

6.6 Students will prepare a legend and label a map to correctly show specified information.

7.0 History

7.1 Students will demonstrate knowledge of the meaning of history by:

*(1) selecting a definition of history;

(2) selecting a definition of chronology;

*(3) identifying the order in which events happened when given a list of four events and their dates;

(4) developing a time line of events; and

(5) selecting a definition of oral history.

7.2 Students will demonstrate knowledge of the use of the historical method to interpret information by:

(1) identifying the steps of inquiry as identifying the problem, developing a hypothesis, gathering information, analyzing and evaluating the data, and reaching a conclusion;

(2) selecting a definition of frame of reference;

(3) selecting a definition of fact and opinion; and

(4) selecting a definition of primary and secondary evidence.

7.3 Student will demonstrate knowledge of the tools of inquiry by:

(1) classifying information;

(2) listing things that influence frame of reference;

*(3) selecting examples of facts or opinions; and

*(4) identifying examples of primary and secondary evidence.

8.0 Political Science

8.1 Students will demonstrate knowledge of the meaning of political science by:

*(1) selecting a definition of political science;

(2) listing six examples of types of governments; and

(3) selecting one country as a example of each type of government.

8.2 Students will demonstrate knowledge of the government of the United States by:

(1) selecting a definition of a constitution;

*(2) identifying the supreme law of the land in the United States;

(3) selecting a definition of separation of powers;

(4) listing the three branches of government;

(5) selecting a word phrase that describes the powers and duties of each branch of government;

*(6) identifying the role of President in the executive branch;

*(7) identifying the role of the Supreme Court in the judicial branch;

*(8) identifying the role of the United States Congress in the legislative branch;

(9) explaining the system of checks and balances;

(10) selecting a definition of federalism; and

(11) showing a chart of the delegated, reserved, and concurrent powers of the United States political system.

8.3 Students will demonstrate knowledge of the election process of the United States by:

(1) selecting a definition of candidate;

(2) selecting a definition of campaign;

(3) selecting a definition of voter;

(4) discussing requirements for voting;

(5) identifying members in a campaign;

(6) identifying the important issues in a recent political campaign; and

(7) conducting a mock election.

8.4 Students will demonstrate knowledge of legal system of the United States by:

(1) selecting a definition of law;

(2) identifying the role of the adversary relationships in the United States legal system;

(3) selecting a definition of civil law;

*(4) selecting examples of civil law (divorce, property suits, wills, and trespassing);

(5) selecting a definition of criminal law;

(6) identifying the two types of crimes (felony and misdemeanor);

*(7) selecting examples of criminal law (robbery, murder, kidnapping, and arson);

(8) explaining what happens to persons when they are caught committing a crime;

*(9) matching the correct definition with the following terms: arrest, booking, charging, arraignment, trial, return of verdict, and sentencing;

*(10) selecting a definition of juvenile law; and

*(11) matching the correct definition with the following terms: court, judge, jury, and lawyer.

9.0 Economics

9.1 Students will demonstrate knowledge of the meaning of economics by:

*(1) selecting a definition of economics;

(2) identifying the three basic questions all societies must answer in their economy: a) what should be produced; b) for whom should we produce, c) how should be produce; and

*(3) identifying how traditional, market, and command economies answer the basic economic questions.

9.2 Students will demonstrate how economies work by:

(1) identifying the four factors of production;

*(2) selecting examples of natural, capital, and human resources;

(3) selecting a definition of scarcity;

(4) stating the law of scarcity;

*(5) identifying an effect of the law of scarcity on a nation or individual;

(6) selecting a definition of goods;

(7) selecting a definition of service;

*(8) selecting examples of goods and services;

(9) selecting a definition of price;

*(11) selecting a definition of consumer;

(12) selecting a definition of demand;

(13) selecting a definition of supply:

*(14) identifying examples of how the laws of supply and demand affect prices; and

*(15) identifying the equilibrium price when given a table or graph showing a demand and supply schedule.

9.3 Students will demonstrate knowledge of consumer economics by:

(1) selecting a definition of consumer economics as how people meet their needs and wants with their limited resources;

*(2) selecting a definition of budget;

(3) preparing a budget when given specified information;

(4) identifying three types of credit;

(5) preparing a mock application for credit;

(6) selecting a word phrase that describes the services of banks;

(7) preparing a checkbook when given specific information;

(8) selecting a definition of fraud;

(9) listing examples of fraud;

(10) selecting two examples of fraud;

(11) discussing laws passed to protect the consumer; and

(12) discussing local agancies that protect the consumer.

10.0 Comparative Institutions (AVC)

10.1 Students will demonstrate knowledge of political party systems by:

(1) selecting a definition of political party;

(2) identifying an example of the two-party system in the United States; and

(3) identifying the one party in the Union of Soviet Socialist Republics.

10.2 Students will demonstrate knowledge of the differences between a command economy and a market economy by:

(1) selecting a definition of command economy;

(2) selecting a definition of market economy;

(3) comparing parts of command and market economies in ownership of property, competition, production, and prices;

(4) selecting a definition of capitalism;

(5) explaining why the United States economy is a mixed economy; and

(6) selecting the United States as having a market economy and the Union of Soviet Socialist Republics as having a command economy.

10.3 Students will demonstrate knowledge of communism by:

(1) selecting a definition of totalitarianism;

(2) selecting a definition of socialism;

(3) selecting a definition of communism;

(4) selecting the two major countries that refer to themselves as communist;

(5) identifying the author and importance of the Communist Manifesto;

(6) discussing the steps of a communist revolution;

(7) discussing the events of the Russian revolution;

(8) identifying the role of Lenin in establishing a communist state in Russia;

(9) discussing the events of the Chinese revolution; and

(10) identifying the role of Mao Tse-tung in establishing a communist state in China.

10.4 Students will demonstrate knowledge of the differences between democracy and communism by:

(1) comparing political systems;

(2) comparing economic systems;

(3) comparing lifestyles;

(4) comparing education and youth activities;

(5) discussing the role of the media; and

(6) discussing personal rights of citizens.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
INTRODUCTION TO SOCIAL STUDIES

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction to Course	2 days			
2.0	Development of Study Skills	1 week		John J. Bonstingl, Introduction to the Social Sciences (Boston: Allyn and Bacon, Inc., 1980) pp. 41-112.	
3.0	Psychology	4 weeks	MLST	Bonstingl, pp. 113-52.	
4.0	Sociology	4 weeks	MLST	Bonstingl, pp. 153-210.	
5.0	Anthropology	3 weeks	MLST	Bonstingl, pp. 211-70.	
6.0	Geography	3 weeks	MLST	Bonstingl, pp. 271-340.	
7.0	History	4 weeks	MLST	Bonstingl, pp. 22, 30, 341-422.	Edwin Fenton and J. Good, The Shaping of Western Society: An Inquiry Approach (New York: Holt, Rinehart and Winston, 1968), pp. 17-33.

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KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
INTRODUCTION TO SOCIAL STUDIES

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
8.0	Political Science	5 weeks	MLST	Bonstingl, pp. 423-74.	William A. McClenaghan, Magruder's American Government (Boston: Allyn and Bacon, Inc., 1978). Daniel Wit and P. A. Dionisopoulous, Our American Government and Political System (River Forest, Illinois: Laidlaw Brothers, 1973).
9.0	Economics	5 weeks	MLST	Bonstingl, pp. 475-554.	The American Economic System. and Your Part in It (The Advertising Council and the U.S. Department of Commerce, Fourth printing).
10.0	Comparative Institutions (AVC)	6 weeks			Edwin Fenton, J. Coleman, and T. Soens, Comparative Economics Systems (New York: Holt, Rinehart and Winston, 1974). Edwin Fenton, A. Penna, and M. Schultz, Comparative Political Systems (New York: Holt, Rinehart and Winston, 1973).

INTRODUCTION

POLITICAL SCIENCE, ADVANCED (AVC)

State Accreditator Number	0457
Course Code Number	2040
F.T.E. Category	1.10
Instructional Level	Advanced
Report Card Abbreviation	Adv Pol Sci
Length of Course	Semester
Credit	1/2
Grade Level	11, 12

Prerequisites

Teacher recommendation/G.P.A. 3.0/Standard Test Scores

Textbook(s)

Mehlinger, Howard D., and Patrick, John J., *American Political Behavior* (Lexington, Massachusetts: Ginn and Company, 1977).

Notes to Teachers

The *Teacher's Guide to American Political Behavior* provides ideas, transparency facsimiles, and worksheet facsimiles that are very helpful in instruction. An excellent set of tests and simulation games that accompany the textbook can be secured from the publisher.

Although *Comparative Political Systems* was used as the supplementary textbook for the course objectives in order to meet the AVC requirement, other textbooks may be adequate.

Students will master the concepts and skills developed for Advanced Political Science as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skils (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

POLITICAL SCIENCE, ADVANCED (AVC)

- 1.0 Introduction to Political Science
  - *1.1 Political Science
  - 1.2 Two Approaches: Traditional and Social Science
- 2.0 Study of Political Behavior
  - 2.1 Aspects of Political Behavior
    - *2.1.1 Conflicts
    - *2.1.2 Influence
    - *2.1.3 Decisions
    - 2.1.4 System
  - *2.2 Political Participants
    - 2.2.1 Individual participants
    - 2.2.2 Organized participants
  - 2.3 Judging Political Behavior
    - *2.3.1 Types of judgements
    - *2.3.2 Inferences from data
    - 2.3.3 Techniques, gathering evidence
    - *2.3.4 Recognizing factual judgements
    - *2.3.5 Recognizing value judgements
    - *2.3.6 Scientific sampling procedures, political polls
    - *2.3.7 Acceptable questions, studies of political opinion
    - *2.3.8 Using data from statistical tables
    - 2.3.9 Statistical tables and factual judgements
    - 2.3.10 Value judgments on current issues
- 3.0 Similarities and Differences in Political Behavior
  - 3.1 Comparing Political Behaviors
    - *3.1.1 Hypotheses
    - 3.1.2 Graph data
    - 3.1.3 Use data from a graph
    - *3.1.4 Test hypotheses
    - 3.1.5 Concepts, compare behaviors
    - *3.1.6 Problems, interpreting evidence
    - 3.1.7 Correct and incorrect conclusions based on data
  - 3.2 Culture and Political Behavior
    - *3.2.1 Culture
    - 3.2.2 Socialization
    - *3.2.3 Political beliefs, American political culture
    - 3.2.4 Relationships, values to culture, culture to political behavior
    - *3.2.5 Political socialization, U.S.
    - *3.2.6 Variations, political cultures
    - 3.2.7 Democracy and autocracy
    - *3.2.8 Democratic orientation, criteria
    - 3.2.9 Cultural variations and conflict
- 4.0 Political Institutions and Ideologies: The U.S. and the U.S.S.R.
  - 4.1 U.S.: Democratic Political System
    - *4.1.1 Ideology: Locke & Montesquieu

*Indicates Minimum Level Skills

POLITICAL SCIENCE, ADVANCED (AVC)

- 4.1.2 Features, colonial governments
- *4.1.3 Federalism
- *4.1.4 Three branches of government
- *4.1.5 Individual Rights
- 4.1.6 Advantages, disadvantages: checks and balances, federalism

4.2 U.S.S.R.: Totalitarian State
- *4.2.1 Tsarist heritage
- 4.2.2 Bourgeoisie, proletariat
- *4.2.3 Ideology: Karl Marx, Communist Manifesto
- *4.2.4 Democratic centralism
- *4.2.5 Communist party
- 4.2.6 Compare political ideologies and institutions: U.S. and U.S.S.R.

5.0 Political Leadership and National Levels

5.1 Selecting Leaders of Government
- *5.1.1 Democratic, non-democratic selection
- 5.1.2 Competitive, non-competitive elections
- *5.1.3 Primary elections
- 5.1.4 Open, closed primaries
- *5.1.5 Nomination, presidents
- *5.1.6 Election, presidents
- *5.1.7 The Electoral College
- 5.1.8 Strengths, weaknesses: process of selecting presidents

5.2 Selecting Leaders in the U.S.S.R.
- *5.2.1 Selection of candidates
- *5.2.2 Public elections
- 5.2.3 Compare elections U.S. and U.S.S.R.
- 5.2.4 Citizen participation
- 5.2.5 Interest groups, selection of leaders

6.0 Political Decision-Making: The U.S. and the U.S.S.R.

6.1 Presidential Role, U.S.
- 6.1.1 Constitutional guidelines
- *6.1.2 Multiple roles
- *6.1.3 Factors, decision-making
- 6.1.4 Presidential decisions

6.2 Congressional Role in the U.S.
- *6.2.1 Multiple roles
- 6.2.2 Rules, legislative process
- 6.2.3 Models of Congressmen
- *6.2.4 Factors, decision-making
- 6.2.5 Congressional decision-making

6.3 Role of the Supreme Court in the U.S.
- *6.3.1 Functions, judicial system
- 6.3.2 Rules, judicial process
- *6.3.3 Procedural steps
- 6.3.4 Judicial norms

POLITICAL SCIENCE, ADVANCED (AVC)

    - 6.3.5 Factors, decision-making
  - 6.4 Decision-Making in the U.S.S.R
    - 6.4.1 Supreme Soviet
    - 6.4.2 Role of president
    - 6.4.3 Role of premier
    - 6.4.4 Role of party leaders
    - 6.4.5 Judicial system

- 7.0 A Third Political System
  - 7.1 Analyzing a system

PERFORMANCE OBJECTIVES

POLITICAL SCIENCE, ADVANCED (AVC)

This is an advanced elective one semester course which introduces students to the social science approach to the study of politics. It is designed to help students acquire the capacity to discriminate, evaluate, select, and respond to useful and relevant data from the communication flow to which they are exposed. It introduces concepts that enable students to acquire social science skills of inquiry and to see greater meaning in their political environment. Coupled with the advanced elective one semester course, Advanced Principles of Economics, it will enable students to meet the Florida requirement for exposure to Americanism versus Communism. Successful completion of this course is based on teacher judgement and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to Political Science

*1.1 Students will recognize a definition of political science.

1.2 Students will recognize a description of either the traditional or the social science approach to the study of political science.

2.0 Study of Political Behavior

2.1 To demonstrate knowledge of the aspects of political behavior, students will:

*(1) identify an issue involved and a group involved in a value conflict when given a case study;

*(2) identify the political resource of an individual involved and a political technique used when given a case study;

*(3) identify a policy and a compromise which was made when given a case study; and

(4) identify the definitions of government, rules, and anarchy.

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*Minimum Level Skills Test will contain one item for each starred objective unless otherwise indicated.

*2.2 To demonstrate knowledge of political participants, students will:

(1) recognize descriptions of the types of individual participants (public official, unofficial political specialist, citizen) and

(2) recognize descriptions of the types of organized participants (interest group, lobbyist, political party).

2.3 To demonstrate knowledge of judging political behavior, students will:

*(1) recognize a definition of a factual judgement and/or value judgement,

*(2) recognize a factual judgement that is an inference about a large group of people based on empirical data about a smaller group,

(3) recognize a description of each of the techniques of gathering evidence (asking questions, observing behavior directly, examining behavior products, or using information gathered by experts),

*(4) identify a factual judgement when given a case study,

*(5) identify a value judgement when given a case study,

*(6) recognize an example of a scientific sampling procedure for making a poll,

*(7) recognize an acceptable question on the basis of political science standards for use in a study of political opinion,

*(8) recognize from data in a statistical table a statement which is supported by the data and a statement which is rejected by the data,

(9) use data provided to complete a statistical table and write a factual judgement based on the data, and

(10) make a value judgement about a current public issue and support it with factual judgements.

3.0 Similarities and Differences in Political Behavior

3.1 To demonstrate knowledge of comparing political behaviors, students will:

*(1) recognize from a given hypothesis a competing (alternative) hypothesis and two variables in the hypothesis,

(2) construct from data in a statistical table a bar graph and a line graph,

(3) identify from data in a graph (bar or line) two variables and a factual judgement supported by the data,

*(4) recognize from data in a statistical table a hypothesis supported by the data and a hypothesis rejected by the data,

(5) complete from a case study a diagram which compares political behaviors in terms of a political science concept (techniques for settling conflicts, types of rules, popular control),

*(6) recognize from a descriptive paragraph an example of one of the problems in interpreting evidence, and

(7) identify from a list of conclusions about data in a statistical table those that are correct and those that are incorrect and explain what is wrong with each incorrect conclusion.

3.2 To demonstrate knowledge of culture and political behavior, students will:

*(1) recognize a definition of culture,

*(2) recognize a definition of socialization,

*(3) recognize a statement that reflects the political culture of American society,

(4) recognize descriptions of the relationship of a society's values to its culture and the relationship of a society's culture to its political behavior,

*(5) recognize a description of a process of political socialization in the United States,

*(6) recognize from descriptions of political behavior in two societies a similarity and a difference in political behavior (2 items on MLST),

(7) recognize a definition of democracy and autocracy,

*(8) recognize a description of the three acceptable criteria for determining whether a political system is democratically oriented, and

(9) recognize a description of a subculture, a force for cultural change, or a force for cultural maintenance.

4.0 Political Institutions and Ideologies: the United States and the Soviet Union

4.1 To demonstrate knowledge of the United States as a democratic political system, students will:

*(1) recognize the major contribution of John Locke and Montesquieu to the ideology of the American political system,

(2) recognize a statement which describes three major features of colonial government,

*(3) recognize a definition of federalism,

*(4) recognize a statement which describes the primary responsibility of each of the three branches of the national government,

*(5) identify from a list of rights guaranteed by the Bill of Rights which right has a bearing on a given case, and

(6) analyze at least one advantage and one disadvantage of federalism or of the system of checks and balances established by the United States Constitution.

4.2 To demonstrate knowledge of the Soviet Union as a totalitarian state, students will:

*(1) recognize the factors in Russia's heritage which made peaceful, evolutionary change extremely unlikely (diversity among the people, autocratic rule, parochial life of peasants, revolutionary ideas of reformers),

(2) recognize definitions of the bourgeoisie and the proletariat,

*(3) recognize a statement which describes what Karl Marx considered to be the root of the problems of modern society,

*(4) recognize the purpose for which the Soviet Union uses the system of democratic centralism,

*(5) recognize a description of the role of the Communist party in governing the Soviet Union, and

(6) construct a chart comparing the political ideologies and institutions of the United States and the Soviet Union.

5.0 Political Leadership at National Levels

5.1 To demonstrate knowledge of selecting leaders in government, students will:

*(1) identify a basic characteristic of political leadership selection in a democratic and a non-democratic society,

(2) recognize examples of a competitive and a non-competitive election,

*(3) recognize the purpose of primary elections in the United States,

(4) identify how an open primary differs from a closed primary election,

*(5) recognize a main feature of the system for nominating presidential candidates in the United States,

*(6) recognize a main feature of the system for electing presidents in the United States,

*(7) recognize an argument for or against the Electoral College system, and

(8) analyze at least two strengths and two weaknesses of either the system for nominating presidential candidates or the system for electing a president in the United States.

5.2 To demonstrate knowledge of selecting leaders in the Soviet Union, students will:

*(1) recognize the method by which candidates for office are generally nominated in the Soviet Union,

*(2) identify the reason that elections of officials in the Soviet Union are generally non-competitive,

(3) recognize a significant way in which elections in the Soviet Union differ from elections in the United States,

(4) identify how participation by ordinary citizens in the United States differs from participation by ordinary citizens in the Soviet Union, and

(5) recognize a general description of the type of activities in which interest groups in the Soviet Union might engage in order to influence the selection of political leaders.

6.0 Political Decision-Making: The United States and the Soviet Union

6.1 To demonstrate knowledge of the presidential role in decision-making in the United States, students will:

(1) identify powers and duties conferred upon the presidency by the Constitution of the United States,

*(2) identify the multiple roles being performed by a president when given descriptions of presidential activities (head of state, chief diplomat, commander-in-chief, chief executive, chief legislator, party leader, representative),

*(3) recognize a statement which accurately reflects factors that influence presidential decision-making (circumstances of the decision, individual characteristics, rules, status relationships, public opinion, available resources, external decision-makers),

(4) analyze a current presidential decision by accounting for the probable factors which influenced the decision.

6.2 To demonstrate knowledge of the Congressional role in decision-making in the United States, students will:

*(1) identify the multiple roles being performed by members of Congress when given descriptions of congressional activities (lawmaker; ombudsman; educator and campaigner; investigator of, consultant to, or lobbyist for the executive branch),

(2) identify an accurate description of a formal rule and an informal rule governing the legislative process in the Congress of the United States,

(3) recognize the types of members of Congress to which descriptions apply (trustee, delegate, partisan, politco),

*(4) recognize a statement which accurately reflects factors that influence congressional decison-making (rules, status, relationships, public opinion, social situation, personality of the member) and

(5) cite an example of a way in which each of the types of factors that influence congressional decision-making influenced the final decision in a case study of the passage of a law.

6.3 To demonstrate knowledge of the role of the Supreme Court in decision-making in the United States, students will:

*(1) recognize accurate descriptions of the function of judicial systems (trial and appellate courts, adversary system, and interpreting the law),

(2) recognize accurate descriptions of a formal rule and an informal rule governing decision-making by the Supreme Court,

*(3) identify the correct order of steps followed in order for a typical case to be resolved by the Supreme Court,

(4) write an opinion of how case study should be resolved according to judicial norms (written law, precedent, and stare decisis) and compare the opinion to the actual resolution of the case by the Supreme Court, and

(5) recognize statements which accurately reflect the types of factors that influence judicial decision-making by the Supreme Court (rules, procedures, judicial norms, socio-cultural forces, personal beliefs).

6.4 To demonstrate knowledge of political decision-making in the Soviet Union, students will:

(1) identify how the power formally designated to the Supreme Soviet differs from its actual power,

(2) recognize a description of the kinds of duties performed by the President of the Soviet Union (Chairman of the Council of Ministers),

(4) recognize a description of the role of the Communist party leaders in major political decisions in the Soviet Union, and

(5) recognize what appears to be the function of Soviet courts in relationship to criticism of the government and the party.

7.0 A Third Political System

7.1 Students will analyze the political system of a third nation by describing major features of its ideological heritage, its political institutions, its process of selecting national leaders, and process of decision-making.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED POLITICAL SCIENCE (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted Text Pages	Supplementary
1.0	Introduction to Political Science	1 day	1		Mehlinger, Howard & Patrick, John J. Teacher's Guide to American Political Behavior. Ginn and Company, 1977. p. 2.
2.1	Aspects of Political Behavior	4 days	3	Mehlinger, Howard D. and Patrick, John J. American Political Behavior, Revised Edition. Ginn and Company, 1977. Chapter 1.	Teacher's Guide, APB. pp 16-20.
2.2	Political Participants	4 days	2	Chapter 2, pp 20-33.	Teacher's Guide, APB. pp 21-24
2.3	Judging Political Behavior	8 days	7	Chapter 3, pp 44-51, 57-75.	Teacher's Guide, APB. pp 27-30, 31-33.
3.1	Comparing Political Behaviors	4 days	3	Chapter 4.	Teacher's Guide, APB. pp 34-38.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED POLITICAL SCIENCE (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted Text pages	Supplementary
3.2	Culture and Political Behavior	7 days	7	Chapter 5.	Teacher's Guide, APB. pp 39-46.
4.1	United States, a Democratic Political System	5 days	4		Fenton, Edwin et al. Comparative Political Systems. Holt, Rinehart, and Winston, Inc., 1973. Chapter 5. (Chapter 3 in 1967 edition) Fenton, Edwin et al. Teacher's Guide for Comparative Political Systems. Holt, Rinehart, and Winston, Inc., 1973. pp 32-37. A standard reference on political philosophy such as Great Political Theories, Vol. I, or a standard encyclopedia.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED POLITICAL SCIENCE (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
4.2	U.S.S.R. Totalitarian State	5 days	4		Comparative Political Systems. Chapter 4 (Ch. 5 in 1967 edition). Teacher's Guide, Comparative Political Systems. pp 26-31.
5.1	Selecting Leaders of Government	6 days	5	Chapter 8, pp 168-175, 190-201.	Teacher's Guide, APB. pp 60-62, 63-65.
5.2	Selecting Leaders in the U.S.S.R.	4 days	2		Comparative Political Systems. Chapter 8, pp 182-192, (Ch. 8 in 1967 edition).
6.1	Presidential Role, U.S.	10 days	2	Chapter 12, pp 285-298, 301-331.	Teacher's Guide, APB. pp 90-91, 92-97.
6.2	Congressional Role, U.S.	10 days	2	Chapter 13, pp 337-355, 358-383.	Teacher's Guide, APB. pp 101-103, 104-106.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED POLITICAL SCIENCE (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
6.3	Role of Supreme Court, U.S.	10 days	2	Chapter 14, pp 390-422.	Teacher's Guide, APB. pp 109-pp 109-112.
6.4	Decision-Making in the U.S.S.R.	5 days	0		Comparative Political Systems. Chapter 6 (Ch. 11 in 1967 edition). Teacher's Guide, Comparative Political Systems, pp 38-45.
7.0	A Third Political System	7 days	0		Research in library sources.

INTRODUCTION
PRINCIPLES OF ECONOMICS, ADVANCED (AVC)

State Accreditator Number. .	0473
Course Code Number	2043
F.T.E. Category.	1.10
Instructional Level.	Advanced
Report Card Abbreviation . .	Adv Pr Eco AVC
Length of Course	Semester
Credit	1/2
Grade Level.	11, 12

Prerequisites

Teacher recommendation/G.P.A 3.0/Standard Test Scores

Textbook(s)

Sampson, Roy J., et al, The American Economy. (Boston: Houghton Mifflin Company, 1975).

Notes to Teachers

The Instructor's Guide and Key, The American Economy, provides assistance in focusing on key concepts and overall understandings. A Student's Workguide and Progress Tests for The American Economy can be secured from the publisher. The county adopted textbook provides extensive details but does not always provide clear, concise explanations of key concepts. In order to insure adequate development of key concepts, a teacher may find it necessary to be selective within the chapters included on the "Key to Recommended Materials." A teacher might wish to secure a copy of a basic text used in any one of our community colleges or universities in order to secure additional aid in developing clear explanations. The following list of suggested supplementary materials might also be helpful:

1. Brown, James E. and Wolf, Harold A., Economics: Principles and Practices. (Charles E. Merrill Publishing Co., 1971).
2. Workbook and test booklet to accompany Economics: Principles and Practices, (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969).
3. Gordon, Sanford D. and Dawson, George G., Introductory Economics (Lexington, Massachusetts: D.C. Heath and Co., 1972).

Students will master the concepts and skills developed for Advanced Principles of Economics (AVC) as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

COURSE OUTLINE

PRINCIPLES OF ECONOMICS, ADVANCED (AVC)

1.0 What Economics is All About

- *1.1 Scarcity, Choices
- *1.2 Definition, Central Concerns
- 1.3 Scientific Approach
  - 1.3.1 Facts
  - 1.3.2 Hypotheses
  - 1.3.3 Theories
  - 1.3.4 Laws
- 1.4 Values, Social Goals
- 1.5 Evaluating Data
  - 1.5.1 Source
  - 1.5.2 Reliability
  - 1.5.3 Adequacy

2.0 Wants Lead to Production

- *2.1 Demand
- 2.2 Goods, Services
- *2.3 Utility
- 2.4 Factors Influencing Utility
  - 2.4.1 Law of diminishing utility
  - 2.4.2 Size of income
- *2.5 Total (Aggregate) Demand
- *2.6 Production
- 2.7 Changing Demands, What & How Much
- 2.8 Natural Resources
- 2.9 Alternative Costs, Current Issues

3.0 Prices in a Free Market Economy

- *3.1 Laws, Supply & Demand
- 3.2 Market
- *3.3 Schedules, Supply & Demand
  - 3.3.1 Equilibrium price
  - 3.3.2 Quantities
- 3.4 Fixed, Variable Costs
- *3.5 Money
  - 3.5.1 Medium of exchange
  - 3.5.2 Standard of value
  - 3.5.3 Store of value
  - 3.5.4 Legal tender
- 3.6 Monetary, Real Income
- 3.7 Price Indexes
  - 3.7.1 Purpose
  - 3.7.2 Tables

4.0 Uses and Rewards of the Factors of Production

- *4.1 Four Factors
  - 4.1.1 Land
  - 4.1.2 Labor
  - 4.1.3 Capital
  - 4.1.4 Management
- *4.2 Payments
  - 4.2.1 Rent
  - 4.2.2 Wages
  - 4.2.3 Interest
  - 4.2.4 Profit
- 4.3 "Least-Cost" Combination
- 4.4 Effects, Uses, & Rewards
  - 4.4.1 Law of supply
  - 4.4.2 Law of demand

5.0 How Business is Organized

- 5.1 Characteristics, Nation's Business System
- *5.2 Types, Business Organizations
  - 5.2.1 Individual proprietorship
  - 5.2.2 Partnership
  - 5.2.3 Corporation
  - 5.2.4 Co-operative
- 5.3 Comparison, Business Organizations
- *5.4 Corporations
  - 5.4.1 Advantages
  - 5.4.2 Limitation
- *5.5 Stocks, Bonds
- *5.6 Large-Scale Business
  - 5.6.1 Advantages
  - 5.6.2 Disadvantages
- 5.7 Savings, Investments
- 5.8 Stock Market Reports
- 5.9 Financial, Real Investment

*Indicates Minimum Level Skills

PRINCIPLES OF ECONOMICS, ADVANCED (AVC)

6.0 Competition, Monopoly, and Government Regulation

- *6.1 Mixed Economy
- 6.2 Benefits, Consumers
- *6.3 Degrees of Competition
  - 6.3.1 Pure
  - 6.3.2 Monopolistic
  - 6.3.3 Oligopoly
  - 6.3.4 Monopoly
- 6.4 Product Differentiation, Consumers
- 6.5 Competition vs. Monopoly
  - 6.5.1 Allocation of resources
  - 6.5.2 Economic freedom
  - 6.5.3 Economic growth
  - 6.5.4 Economic power
- *6.6 Government Intervention
  - 6.6.1 Anti-trust laws
  - 6.6.2 Commission regulation
- *6.7 Legalized Monopolies
- 6.8 Public Ownership

7.0 National Wealth and Income

- *7.1 Macroeconomics, Microeconomics
- *7.2 Wealth
- 7.3 Private, Public Wealth
- *7.4 Income
- *7.5 Per Capita, National Income
- 7.6 Economic Trend
- *7.7 Measuring, Gross National Product (GNP)
- 7.8 National Income Accounts
  - 7.8.1 Gross National Product
  - 7.8.2 Net National Product
  - 7.8.3 National Income
  - 7.8.4 Personal Income
  - 7.8.5 Disposable Income
- 7.9 "Circular Flow" Principle
- *7.10 Current, Constant Dollar Changes, GNP
- *7.11 Living Standards

8.0 Government Services & Taxation

- 8.1 Purpose of Taxes
- 8.2 Government Expenditures
- *8.3 Government Revenue
- 8.4 Government Borrowing
- 8.5 "Public Sector," GNP
- *8.6 Principles of Taxation
  - 8.6.1 Benefits received
  - 8.6.2 Ability to pay
- *8.7 Classifications of Taxes
  - 8.7.1 Progressive
  - 8.7.2 Regressive
  - 8.7.3 Proportional
- 8.8 Effects on Economy
- 8.9 Analyzing, Merits of Taxes

9.0 Economic Instability: Inflation & Recession

- 9.1 Inflation, Deflation
- *9.2 Effects, Inflation
- *9.3 Basic Cause
- 9.4 "Cost-push," "Demand-pull" Models
- 9.5 Effects, Deflation
- 9.6 Self-Fulfilling Prophecies
- 9.7 Recession, Depression
- *9.8 Effects, Recession
- 9.9 Explanatory Theories
- *9.10 Basic Cause
- 9.11 Reinforcing Tendency
  - 9.11.1 Multiplier effect
  - 9.11.2 Accelerator effect
- *9.12 Automatic Stabilizers
- *9.13 Progressive Personal Income Tax

10.0 Monetary and Fiscal Policies for Stabilization

- *10.1 Creating Money
- *10.2 Monetary Policy
- 10.3 Federal Reserve System
  - 10.3.1 Reserve requirements
  - 10.3.2 Discounts rates
  - 10.3.3 Open-market operations
- *10.4 "Tight," "Loose" Money Policies

PRINCIPLES OF ECONOMICS, ADVANCED (AVC)

- 10.5 Effectiveness
- *10.6 Fiscal Policy
- 10.7 Federal Government
    - 10.7.1 Taxes
    - 10.7.2 Expenditures
- *10.8 Budgetary Surplus, Deficit
- 10.9 Effectiveness
- *10.10 National Debt, GNP
- 10.11 Monetary, Fiscal Policies Together
- *10.12 Influence, Economic Thought
    - 10.12.1 Adam Smith
    - 10.12.2 John Maynard Keynes
- 10.13 Application

11.0 American Capitalism and Alternative Systems

- 11.1 Capitalism
    - 11.1.1 Freedom of choice
    - 11.1.2 Private property
    - 11.1.3 Competition
    - 11.1.4 Profit motive
- 11.2 Trend, US Economy
- 11.3 Socialism
- 11.4 Characteristics, Scandinavian Countries
    - 11.4.1 Political democracy
    - 11.4.2 Nationalization, major industries
    - 11.4.3 Collaboration, private business & government
    - 11.4.4 Worker-management committees
- 11.5 Communism
- 11.6 Marx's Ideals, Soviet Union
    - 11.6.1 Political dictatorship
    - 11.6.2 Economic classes
    - 11.6.3 Restricted choices
- 11.7 Gosplan, Libermanism
- 11.8 Comparing Systems
- 11.9 Classifying Systems

12.0 International Trade and Finance

- 12.1 Importance
    - 12.1.1 Choice of goods
    - 12.1.2 Raw materials
    - 12.1.3 Markets
- 12.2 Principle, Comparative Advantage
- 12.3 Exchange Rates
- 12.4 Balance of Trade
- 12.5 Balance of Payments
- 12.6 Arguments, Free Trade
- 12.7 Reasons, Protective Tariffs & Quotas
- 12.8 Regional Markets
- 12.9 United States, World Trade
- 12.10 Analyzing Current Issues

PERFORMANCE OBJECTIVES
PRINCIPLES OF ECONOMICS, ADVANCED (AVC)

This advanced one semester elective course is concerned with basic concepts and principles of economics and the methodology of the economist especially as related to the economic system of the United States. Students are encouraged to analyze economic problems and evaluate various solutions. Coupled with the one semester elective course, Advanced Political Science, it fulfills the state requirement for exposure to Americanism versus Communism. Successful completion of this course is based on teacher judgement and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 What Economics is All About

*1.1 Students will recognize that scarcity and the necessity for making economic choices are the effects on individuals and societies brought about by limited resources versus unlimited wants.

*1.2 Students will recognize a definition of economics which includes its three central concerns.

1.3 Students will identify the meaning of (1) facts, (2) hypotheses, (3) theories, and (4) laws in relationship to the study of economics.

1.4 Students will recognize how individual values and social goals affect the search for solutions to economic problems.

1.5 Students will recognize that (1) checking the source, (2) reliability, and (3) adequacy of information are essential to evaluating data.

2.0 Wants Lead to Production

*2.1 Students will recognize an economic definition of demand.

2.2 Students will identify how economic goods differ from economic services.

*2.3 Students will recognize an economic definition of utility.

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*Indicates Minimum Level Skills

2.4 Students will list examples of the effects of (1) the law of diminishing utility and (2) the size of income on the utility of products to consumers.

*2.5 Students will recognize the three components of total (aggregate) demand.

*2.6 Students will recognize an economic definition of production.

2.7 Students will explain how changing demands in a free enterprise system affect decisions on what and how much is produced.

2.8 Students will explain how the use of natural resources is related to the ability of the United States to meet future demand.

2.9 Students will analyze alternative costs (social, economic) in regard to current economic issues concerning natural resources.

3.0 Prices in a Free Market Economy

*3.1 Students will recognize definitions of the laws of supply and demand.

3.2 Students will recognize that market means any area in which prices are established by negotiations between buyers and sellers.

*3.3 Students will identify (1) the equilibrium price and (2) the quantity that will be bought or sold at a particular price when given a table of supply and demand schedules for a product.

3.4 Students will identify how fixed costs differ from variable costs to a producer and which is more likely to affect short-run pricing decisions.

*3.5 Students will recognize an explanation of money as a (1) medium of exchange, (2) standard of value, (3) store of value, and (4) legal tender.

3.6 Students will explain how monetary income differs from real income.

3.7 Students will (1) recognize the purpose of a price index and (2) identify the percentage of increase or decrease in the price of a product from one year to another when given a table of price indexes.

4.0 Uses and Rewards of the Factors of Production

*4.1 Students will recognize economic definitions of the factors of production: (1) land, (2) labor, (3) capital, and (4) management.

*4.2 Students will recognize which factor of production receives (1) rent, (2) wages, (3) interest, or (4) profit as payment for its use.

4.3 Students will explain the relationship of "least-cost" combination to changes in the mix of the factors of production from time to time.

4.4 Students will recognize how (1) the law of supply and (2) the law of demand affects the uses and rewards for each of the factors of production.

5.0 How Business is Organized

5.1 Students will identify characteristics of the nation's business system.

*5.2 Students will match descriptions with the types of business organizations: (1) individual proprietorship, (2) partnership, (3) corporation, and (4) co-operative.

5.3 Students will compare the types of business organizations as to organizational structure, advantages, disadvantages, and examples.

*5.4 Students will recognize that corporations have (1) the advantages of limited liability of owners, detachment of owners from management, perpetual life, and ease of transferring ownership and (2) the limitation of "double taxation" on profits.

*5.5 Students will identify how the sale of stocks differs from the sale of bonds by corporations.

*5.6 Students will identify (1) advantages of large-scale business as greater economy in using machines at maximum capacity, division of labor, greater opportunity for research, getting raw materials more cheaply by buying in large quantity, using by-products, cost of advertising is lower per unit sold and (2) disadvantages of large-scale business as workers feel little sense of personal involvement, automation creates unemployment, there may be a tendency to overexpand and create monopolies.

5.7 Students will list examples of how individual savings can become investments in business.

5.8 Students will identify the rate of the annual dividend, the number of shares traded for the day, the price-earnings ratio for which the stock is selling, and the closing price for the day of a corporation's shares when given a sample of a national stock exchange report.

5.9 Students will explain how financial investment differs from real investment.

6.0 Competition, Monopoly, and Government Regulation

*6.1 Students will recognize why the "free enterprise" economy of the United States is actually a mixed economy.

6.2 Students will name the benefits that are most likely to be derived by consumers from competition in business.

*6.3 Students will identify accurate statements about the degree of competition that exists under (1) pure competition, (2) monopolistic competition, (3) oligopoly, and (4) monopoly.

6.4 Students will recognize that product differentiation gives consumers a wider choice of products but costs them higher prices.

6.5 Students will identify how competition is likely to differ from monopoly control in regard to (1) allocation of resources, (2) economic freedom, (3) economic growth, and (4) economic power.

*6.6 Students will identify the purpose of (1) anti-trust laws and (2) commission regulation in the American economy.

*6.7 Students will identify examples of legalized monopolies in the United States.

6.8 Students will explain why Americans have resorted to public ownership of such enterprises as postal service, highways, utilities, and irrigation and water projects.

7.0 National Wealth and Income

*7.1 Students will identify how macroeconomics differs from microeconomics.

*7.2 Students will recognize that wealth is defined by economists as all material things capable of being owned and having economic value.

7.3 Students will list examples to show how private wealth differs from public wealth.

*7.4 Students will recognize that income is defined by economists as the flow of goods and services which can be used to satisfy wants.

*7.5 Students will recognize how per capita income is derived from national income.

7.6 Students will recognize that an economic trend is the manner in which the nation's economy is moving in relation to its past performance and potential.

*7.7 Students will recognize a definition of Gross National Product (GNP) and examples of products used to measure the GNP, recognizing that it includes only the final price of new goods and services which can be given a monetary value.

7.8 Students will construct a chart showing relationships between major components of the national income accounts: (1) Gross National Product, (2) Net National Product, (3) National Income, (4) Personal Income, and (5) Disposable Income.

7.9 Students will recognize the "circular flow" principle as the idea that incomes equal expenditures.

*7.10 Students will identify current and constant dollar changes in the Gross National Product over a period of years when given a graph showing such changes.

*7.11 Students will recognize the relationship which must exist between population and national income growth in order for living standards to improve.

8.0 Government Services and Taxation

8.1 Students will identify the purpose of taxes.

8.2 Students will list the major areas of government expenditures at local, state, and federal levels.

*8.3 Students will identify major sources of revenue for the three levels of government when given a graph showing them.

8.4 Students will recognize that governments borrow by selling bonds.

8.5 Students will identify the general trend of the public sector of spending in relationship to the GNP during the 1970's as compared to earlier decades.

*8.6 Students will recognize statements about taxes that reflect the principles of (1) benefits received and (2) ability to pay.

*8.7 Students will recognize hypothetical examples of (1) progressive, (2) regressive, and (3) proportional taxes.

8.8 Students will explain how taxes can affect the economy in terms of income distribution, regulating business activities, and allocating resources.

8.9 Students will analyze the merits of a particular tax according to the generally accepted standards (adequacy of yield, ease of administration, understandability, fairness, stabilty, and lack of interference with production of income and wealth).

9.0 Economic Instability: Inflation and Recession

9.1 Students will recognize definitions of inflation and deflation.

*9.2 Students will recognize the effects of inflation on persons whose income does not keep up with price levels, on debtors, and creditors, and on fixed dollar savings.

*9.3 Students will identify too much spending in relationship to available goods, services, and resources as the basic cause of inflation.

9.4 Students will write examples of the "cost-push" and "demand-pull" models of inflation and recognize that neither model can provide a full explanation for inflation.

9.5 Students will recognize the effects of deflation on debtors and creditors, on profits, and on business activity.

9.6 Students will describe self-fulfilling prophecies in respect to inflation and deflation.

9.7 Students will recognize definitions of recession and depression.

*9.8 Students will recognize the effects of recession on production, profits, investment, and employment.

9.9 Students will list at least two explanatory theories to explain recession and recognize that a combination of factors is more likely to be an adequate explanation.

*9.10 Students will identify too little spending in relationship to available goods, services, and resources as the basic cause of recession.

9.11 Students will recognize definitions of (1) the multiplier effect and (2) the accelerator effect and the effects on the economy that result from their tendency to reinforce each other.

*9.12 Students will identify automatic stabilizers as government programs which combat recession by maintaining incomes, such as pensions, welfare, and unemployment insurance.

*9.13 Students will recognize that the progressive personal income tax is a government stablizer which combats both inflation and recession by leaving consumers with less purchasing power when incomes are high and with more purchasing power when incomes are low.

10.0 Monetary and Fiscal Policies for Stabilization

*10.1 Students will recognize that money is created when commercial banks add to checking accounts (demand deposits) by making loans from excess reserves.

*10.2 Students will recognize a definition of monetary policy.

10.3 Students will list the ways the Federal Reserve System can contract and expand the money supply and credit through (1) reserve requirements for member banks, (2) discount rates on loans to member banks, and (3) open-market operations in government bonds.

*10.4 Students will recognize that "tight" money policies aim to reduce inflation by contracting the money supply and credit and that "loose" money policies aim to end recession by expanding the money supply and credit.

10.5 Students will compare the effectiveness of monetary policies in controlling inflation and recession.

*10.6 Students will recognize a definition of fiscal policy.

10.7 Students will list the ways the federal government can decrease and expand total spending in the economy through (1) taxes and (2) expenditures.

*10.8 Students will recognize that a federal budgetary surplus aims to reduce inflation by decreasing total spending in the economy and that a federal budgetary deficit aims to end recession by increasing total spending in the economy.

10.9 Students will compare the effectiveness of fiscal policies in controlling inflation and recession.

*10.10 Students will identify accurate statements about the relationship of the national debt to the total GNP and per capita GNP when given graphs showing the relationships over a period of several decades.

10.11 Students will construct a chart showing the monetary and fiscal policies that can be used together to reinforce each other and will recognize that both are reinforced by multiplier and accelerator effects.

*10.12 Students will recognize the influence on economic thought of (1) Adam Smith, who advanced the theories of laissez faire, free trade, and division of labor; and (2) John Maynard Keynes, who advanced the theories that investment spending is the key to the level of economic activity and that governments should use fiscal policies to maintain economic stability.

10.13 Students will determine which monetary and fiscal policies are appropriate at the present time and defend the position with at least two logical arguments.

11.0 American Capitalism and Alternative Systems

11.1 Students will identify basic features of capitalism as (1) freedom of economic choice, (2) private property, (3) competition, and (4) the profit motive.

11.2 Students will recognize the general trend of changes in the economy of the United States over the years.

11.3 Students will recognize that socialism is defined as an economy in which the basic means of production are owned and managed by the government under some system of central planning or as an economy under which the government directs the completion of its economic plans in key industries.

11.4 Students will identify characteristics of Scandinavian countries which are committed to socialism as (1) democratic political systems, (2) nationalization of major industries, (3) collaboration between private business and government on basic policies, and (4) use of worker-management joint production committees in industry.

11.5 Students will recognize that communism is defined as an economy in which private property is eliminated and economic goods are owned by the society as a whole or as an economy under which the government plans the ways to allocate all resources.

11.6 Students will explain how Marx's ideals differ from characteristics of the Soviet Union today as (1) political dictatorship which prevents the development of true democracy,

(2) the development of economic classes, and (3) restrictions on personal, economic, and political choices.

11.7 Students will explain the purpose of the Gosplan and the effects of Libermanism in the Soviet Union.

11.8 Students will compare the economies of the United States, the Soviet Union, and the People's Republic of China in respect to economic resources and rate of economic growth since World War II.

11.9 Students will classify economic systems on a spectrum (command to market) according to the way the system answers the economic questions of what, how, and for whom.

12.0 International Trade and Finance

12.1 Students will identify the importance of international trade to the United States in regard to (1) choice of goods, (2) raw materials, and (3) markets for American industry.

12.2 Students will recognize a definition of the principle of comparative advantage and its relationship to specialization between nations.

12.3 Students will list ways in which changes in exchange rates of a nation's currency could cause its imports and exports to increase and decrease.

12.4 Students will recognize what is considered a favorable and unfavorable balance of trade and which currently applies to the United States.

12.5 Students will recognize what is considered a favorable and unfavorable balance of payments and which currently applies to the United States.

12.6 Students will list arguments for free trade.

12.7 Students will identify how protective tariffs differ from quotas and list reasons for barriers to free trade.

12.8 Students will explain why associations of nations have formed regional markets and identify at least three examples.

12.9 Students will identify the proportion of the world's trade that is accounted for by the United States and the percent of the nation's GNP that is accounted for by its trade.

12.10 Students will analyze a current issue of the United States in international trade and finance.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED PRINCIPLES OF ECONOMICS (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
1.0	What Economics is All About	5 days	2	Sampson, Roy J. et al. The American Economy. Houghton Mifflin Company, 1975. Chapter 1.	Sampson, Roy J. et al. Students Workguide, The American Economy. Houghton Mifflin Company, 1975. p. 3, D.
2.0	Wants Lead to Production	6 days	4	Chapter 2	Students Workguide, The American Economy. p.6, A; p.8, E Brown, James E. and Wolf, Harold A. Economics: Principles and Practices. Charles E. Merrill Publishing Company, 1971 Chapter 7 & 8 Workbook to Accompany Economics: Principles and Practices. pp 31 & 32 Current newspapers and magazines
3.0	Prices in a Free Market Economy	5 days	4	Chapter 3	Students Workguide, The American Economy. p.12, A & B; p.13, C; p.15, chapt. Check-Up. Economy: Principles and Practices Chapter 9.
4.0	Uses and Rewards, Factors of Production	4 days	2	Chapter 4	Students Workguide, The American Economy. p. 18, A.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED PRINCIPLES OF ECONOMICS (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
5.0	How Business is Organized	6 days	4	Chapter 9 and Chapter 7, pp. 159-167, 173-175	Student's Workguide, The American Economy. p. 46, A; p.50, Chapter Check-Up. Economy: Principles & Practices Chapters 3 & 4
6.0	Competition, Monopoly, & Government Regulation	7 days	5	Chapter 10	Student's Workguide, The American Economy. p.52, A & B; p. 55, G; p.56, chapter check-up. Economy: Principles & Practices. Chapter 5. Workbook, Economy: Principles & Practices. pp.41 & 42.
7.0	National Wealth and Income	11 days	7	Chapter 13	Student's Workguide, The American Economy. p.72, A; p.73, B; p.74, C; p.75, E. Economy: Principles & Practices Chapter 14 & 15. Workbook, Economy: Principles & Pracitces PP.69-74
8.0	Government Services and Taxes	5 days	3	Chapter 14	Current World Almanac. Student's Workguide, The American Economy. p.78, A & B Economy: Principles & Practices Chapter 12.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED PRINCIPLES OF ECONOMICS (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
9.0	Instability: Inflation and Recession	9 days	6	Chapter 15	*Students' Workguide, The American Economy*. p.82, B; p.83, C & D. *Economy: Principles & Pracitces*. Chapters 16 & 17
10.0	Monetary and Fiscal Policies for Stabilization	11 days	7	Chapter 16, and p.228	*Students' Workguide, The American Economy.* p.86, B; p.87 & 88, C & D. *Economy: Principles & Practices*. Chapters 10,18. *Workbook, Economy: Principles & Practices* p.87 & 88. Current newspapers and magazines.
11.0	Capitalism and Alternative Systems	10 days	0	Chapter 17	*Students' Workguide, The American Economy*. p.95, B; p.96 Chapter Check-up. *Economy: Principles & Practices*. Chapters 26 & 27 *Workbook, Economy: Principles & Practices*. p.126 & 130 Reference sources in library.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
ADVANCED PRINCIPLES OF ECONOMICS (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Items on MLST	County Adopted	Supplementary
12.0	International Trade and Finance	11 days	0	Chapter 19	Student's Workguide, The American Economy. p.102, A; p.103, C & D; p.106, chapter Check-up Economy: Principles & Practices. Chapters 24 & 25. Workbook, Economy: Principles & Practices. pp.116 & 120 Current newspapers and magazines.

INTRODUCTION
PSYCHOLOGY

State Accreditator Number. .	0427
Course Code Number	2035
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . .	Psychology
Length of Course	Semester
Credit	1/2 social studies credit
Grade Level.	11, 12

Prerequisites

None

Textbook(s)

Hassett, James, Understanding Psychology, Third Edition (New York: Random House, Inc., 1981).

Notes to Teachers

This course has been designed to acquaint students with a variety of perspectives for dealing with and understanding human behavior. It is important to stress the tentative nature of much current psychological theory and encourage students to integrate useful elements of the various theoretical orientations rather than adhere strictly to one perspective. The emphasis of the course should be on application of psychology to life situations encountered by most individuals. By understanding the processes involved in personality development, students should gain a feeling of increased control and responsibility for both their behavior and their feelings.

Students will master the concepts and skills developed for Psychology as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

PSYCHOLOGY

- 1.0 Introduction to Psychology
  - 1.1 Psychology
    - *1.1.1 Definition
    - 1.1.2 Insight
  - 1.2 Empirical Science
    - 1.2.1 Definition
    - *1.2.2 Hypothesis
    - 1.2.3 Research conflicts
    - *1.2.4 Applied/Basic
  - 1.3 Historical Trends
  - 1.4 Personality Theory
  - 1.5 Psychoanalytic Theory
    - *1.5.1 Unconscious drives/ Childhood experiences
    - *1.5.2 Id/Ego/Superego
    - 1.5.3 Defense mechanisms
    - 1.5.4 Collective unconscious
    - *1.5.5 Inferiority complex
    - 1.5.6 Freudian techniques
  - 1.6 Behavioral Theory
    - *1.6.1 Observable/ Measurable
    - *1.6.2 Learned behavior
    - 1.6.3 Pavlov/Watson
    - 1.6.4 Skinner
  - 1.7 Humanist Theory
    - *1.7.1 Key factor
    - *1.7.2 Self-actualization: definition
    - 1.7.3 Self-actualization: characteristics
    - 1.7.4 Needs
  - 1.8 Professional Specialization

- 2.0 Psychological Research
  - 2.1 Appropriate Questions
  - 2.2 Research Procedures
    - *2.2.1 Valid samples
    - *2.2.2 Data collection
    - 2.2.3 Strength/Weakness
    - 2.2.4 Replication
  - *2.3 Research Elements
    - 2.3.1 Self-fulfilling prophecy
    - 2.3.2 Observer effect
    - 2.3.3 Control group
  - 2.4 Research Interpretation
    - 2.4.1 Correlation: definition
    - *2.4.2 Correlation: types
    - 2.4.3 Correlation: uses
    - *2.4.4 Correlation/ Causation
    - 2.4.5 Statistics

- 3.0 Learning Theory
  - *3.1 Definition
  - *3.2 Types
    - 3.2.1 Classical conditioning
    - 3.2.2 Operant conditioning
    - 3.2.3 Modeling
  - 3.3 Classical conditioning
    - *3.3.1 Stimuli
    - *3.3.2 Response
    - 3.3.3 Habituation
    - 3.3.4 Generalization
    - *3.3.5 Discrimination
    - 3.3.6 Taste aversion
    - 3.3.7 Extinction
  - 3.4 Operant Conditioning
    - *3.4.1 Reinforcement
    - *3.4.2 Punishment
    - 3.4.3 Schedules
    - 3.4.4 Primary reinforcement
    - 3.4.5 Conditioned reinforcement
    - *3.4.6 Negative reinforcement
    - 3.4.7 Avoidance response
    - 3.4.8 Escape response
  - 3.5 Learning Factors
  - *3.6 Complex Learning

* Indicates Minimum Level Skills

PSYCHOLOGY

- 3.7 Applications
  - *3.7.1 Positive reinforcement
  - *3.7.2 Decreasing behavior
  - 3.7.3 Inappropriate reinforcement

4.0 Human Development

- *4.1 Developmental Factors
- 4.2 Piaget's Cognitive Development
  - *4.2.1 Children/ Adolescents
  - 4.2.2 Four stages
  - 4.2.3 Conservation
- *4.3 Early Emotional Attachments
- 4.4 Language Development
- *4.5 Socialization
- 4.6 Developmental Theories
  - 4.6.1 Freud's psychosexual
  - 4.6.2 Erikson's psychosocial
  - 4.6.3 Learning
  - 4.6.4 Cognitive
- 4.7 Kohlberg's Moral Development
- 4.8 Implications
  - *4.8.1 Rules/Consequences
  - 4.8.2 Independence
  - *4.8.3 Models: influence
  - *4.8.4 Models: types
  - 4.8.5 Parenting guidelines
- 4.9 Adolescent Developmental Theories
- 4.10 Adolescent Development Tasks
  - 4.10.1 Change impact
  - *4.10.2 Primary task
  - 4.10.3 Sex roles
- 4.11 Family/Peers
  - 4.11.1 Family styles
  - *4.11.2 Enhance development
  - 4.11.3 Peer Groups
- 4.12 Adult Development
  - 4.12.1 Changes
  - *4.12.2 Mid-life Crisis: characteristics
  - 4.12.3 Developmental tasks
  - 4.12.4 Critical periods
  - *4.12.5 Generativity/ Stagnation
- 4.13 Old Age
  - 4.13.1 Negative attitudes
  - *4.13.2 Happiness predictor
  - 4.13.3 Adjustment
- 4.14 Death/Dying
  - 4.14.1 Five stages
  - *4.14.2 Examples

5.0 Stress

- 5.1 Nature
  - *5.1.1 Definition
  - *5.1.2 Perception
  - 5.1.3 Distress/Eustress
- 5.2 Sources
  - *5.2.1 Conflict situations
  - *5.2.2 Life changes
  - 5.2.3 Job-related problems
  - 5.2.4 Frustration
  - 5.2.5 Environmental conditions
- 5.3 Reaction: Selye's Model
- 5.4 Reaction: Types
  - 5.4.1 Short-term psychological
  - 5.4.2 Short-term physical
  - *5.4.3 Long-term physical
- 5.5 Influencing Factors
  - *5.5.1 Personality type
  - 5.5.2 Control
  - 5.5.3 Social support
  - 5.5.4 Amount
- 5.6 Physical Strategies
  - 5.6.1 Drugs
  - *5.6.2 Relaxation
  - *5.6.3 Biofeedback

PSYCHOLOGY

- 5.7 Psychological/Behavioral Strategies
  - 5.7.1 Psychological strategies
  - *5.7.2 Behavioral strategies
- 5.8 Personal Evaluation

6.0 Disturbance/Breakdown

- 6.1 Defining Abnormality
  - 6.1.1 Deviance
  - 6.1.2 Adjustment
  - 6.1.3 Legal
  - 6.1.4 Psychological health
- 6.2 Labeling/Classifying Abnormality
- *6.3 Neuroses: Characteristics
- 6.4 Neuroses: Types
  - 6.4.1 Phobia
  - 6.4.2 Obsessive-compulsive
  - 6.4.3 Conversion reaction
  - 6.4.4 Dissociative
  - 6.4.5 Depression
- *6.5 Psychoses: Characteristics
- 6.6 Psychoses: Types
  - 6.6.1 Schizophrenia
  - 6.6.2 Affective reaction
  - 6.6.3 Autism
- 6.7 Psychoses: Causes
  - 6.7.1 Heredity
  - 6.7.2 Biochemical
  - 6.7.3 Double-bind
- 6.8 Personality Disorders

7.0 Therapy/Change

- 7.1 Psychotherapy
  - 7.1.1 Goals
  - 7.1.2 Characteristics: effective therapist
- 7.2 Styles
  - 7.2.1 Psychoanalysis
  - 7.2.2 Human Potential Movement
  - 7.2.3 Gestalt
  - 7.2.4 Rational-emotive
  - 7.2.5 Transactional analysis
  - 7.2.6 Behavior
  - 7.2.7 Group
- 7.3 Effectiveness
- 7.4 Organic
- 7.5 Mental Institutions/Mental Health Centers

PERFORMANCE OBJECTIVES
PSYCHOLOGY

This course is designed to introduce students to the basic principles and theories that can be applied to life problems students are likely to encounter. Emphasis is placed on self-awareness, through analysis of both past and present influences on behavior. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to Psychology

1.1 To demonstrate uses of psychology, students will:

*(1) select the phrase that best defines psychology; and

(2) give examples of everyday situations for which psychology could provide insight.

1.2 To demonstrate knowledge of psychology as an empirical science, students will:

(1) select a definition of an empirical science;

*(2) identify an example of a hypothesis;

(3) recall that conflicts in research and interpretation are a sign of a healthy, growing science; and

*(4) differentiate between psychology as a basic science and psychology as an applied science.

1.3 Students will identify the three most important historical trends in psychology as the study of unconscious processes, the study of individual differences, and the study of observable behavior.

1.4 Students will select a definition of personality theory.

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* Indicates Minimum Level Skills

1.5 To demonstrate comprehension of psychoanalytic theory, students will:

*(1) identify unconscious drives and childhood experiences as the crucial elements in adult personality and behavior according to Freud;

*(2) differentiate between the function of the id, ego, and superego;

(3) define defense mechanisms and explain the relationship between anxiety and defense mechanisms;

(4) recall the importance of the collective unconscious in Jung's theory;

*(5) identify the primary motivating force in the development of personality according to Adler; and

(6) recall the techniques used by Freud to explore the unconscious mind.

1.6 To demonstrate comprehension of behavioral theory, students will:

*(1) recall that behaviorists deal only with behavior which can be observed and measured;

*(2) recall that behaviorism stresses that all behavior is learned;

(3) summarize the contributions of Pavlov and Watson to behavioral theory; and

(4) identify the key contribution to behaviorism by Skinner.

1.7 To demonstrate comprehension of humanist theory, students will:

*(1) recall the key factor in humanist psychology;

*(2) select a definition of self-actualization;

(3) list the characteristics of a self-actualized person as being realistically oriented, accepting oneself, being autonomous, and having a sense of discovery; and

(4) differentiate between lower order fundamental needs and higher order needs, according to Maslow's hierarchy of needs.

1.8 Students will categorize psychologists according to their areas of specialization when given specific descriptions of their activities.

2.0 Psychological Research

2.1 Given a list of questions about human behavior, students will select the questions which are precise, well-defined, and limited enough to be appropriate for research.

2.2 To demonstrate knowledge of procedures used in research, students will:

*(1) select the criteria for a valid sample;

*(2) describe at least four methods of gathering data;

(3) identify a strength or weakness of each method of gathering data; and

(4) support the need for replication.

*2.3 To demonstrate knowledge of elements of research, students will identify:

(1) the definition of self-fulfilling prophecy;

(2) the possible influences of observer effect on research results; and

(3) the purpose of a control group.

2.4 To demonstrate ability to interpret psychological research, students will:

(1) recall the definition of correlation;

*(2) differentiate between positive and negative correlations;

(3) explain how correlation helps to predict behavior;

*(4) give an example to demonstrate that correlation does not always indicate a cause and effect relationship; and

(5) identify statistics as the mathematical computations researchers perform on the data they collect in research.

3.0 Learning Theory

*3.1 Students will identify the more complete definition of learning used by psychologists.

*3.2 To demonstrate knowledge of the different types of learning, students will identify examples from the following:

(1) classical conditioning;

(2) operant conditioning; and

(3) modeling.

3.3 To demonstrate knowledge of sub-processes involved in classical conditioning, students will identify examples of:

*(1) stimuli;

*(2) response;

(3) habituation;

(4) generalization;

*(5) discrimination;

(6) taste aversion; and

(7) extinction.

3.4 To demonstrate knowledge of sub-processes involved in operant conditioning, students will identify examples of:

*(1) reinforcement;

*(2) punishment;

(3) schedules of reinforcement;

(4) primary reinforcement;

(5) conditioned reinforcement;

*(6) negative reinforcement;

(7) avoidance response; and

(8) escape response.

3.5 Students will list attention, feedback, transfer, and practice as factors that affect learning.

*3.6 To demonstrate knowledge of techniques involved in learning novel or complex behavior, students will identify examples of shaping and chaining.

3.7 To demonstrate application of learning principles of life situations, students will:

*(1) select from a list of possible responses to a situation one that gives positive reinforcement to a desirable behavior;

*(2) select from a list of possible responses to a situation one that will decrease or stop an undesirable behavior; and

(3) analyze a behavioral problem to determine the factors that are reinforcing the inappropriate response.

4.0 Human Development

*4.1 Students will recall two essential factors needed for growth and development;

4.2 To demonstrate comprehension of Piaget's theory concerning cognitive development, students will:

*(1) differentiate between thinking in young children and thinking in adolescents;

(2) describe the mental behavior typical of each of Piaget's four major stages of cognitive development; and

(3) give an example of the concept of conservation.

*4.3 Students will identify the importance of early emotional attachments.

4.4 Students will summarize the steps normally involved in language development.

*4.5 Students will select a definition of socialization.

4.6 To demonstrate comprehension of developmental theories of childhood, students will:

(1) identify the stages of Freud's theory of psychosexual development,

(2) describe the first four of Erikson's psychosocial stages of development;

(3) recall the importance of conditioning and modeling in learning theories of development; and

(4) explain the importance of play in cognitive theories of development.

4.7 Students will describe Kohlberg's stages of moral development.

4.8 To demonstrate comprehension of the implications of current psychological theories for child rearing, students will:

*(1) indicate that rules, rewards, and punishments given to children are most effective if they are clear, consistent, and appropriate;

(2) explain the importance of allowing children to explore and master their environment independently;

*(3) identify the role that models play in influencing the behavior of children;

*(4) identify the most important role models in a child's development; and

(5) develop and defend at least four guidelines for good parenting.

4.9 Students will compare and contrast the two major theoretical orientations concerning adolescent development.

4.10 To demonstrate comprehension of the developmental tasks of adolescense, students will:

(1) describe the impact of physical, cognitive, and moral changes upon the adolescent;

*(2) identify the primary task of adolescence; and

(3) interpret the impact of sex role upon identity formation.

4.11 To demonstrate comprehension of the importance of family and peers on adolescent social development, students will:

(1) compare and contrast three family styles;

*(2) select the family style which is most likely to enhance adolescent development; and

(3) explain the importance of peer groups in identity formation.

4.12 To demonstrate comprehension of adult development, students will:

(1) describe the physical, sexual, and intellectual changes which occur during adulthood;

*(2) identify characteristics of mid-life crisis;

(3) recall some of the developmental tasks whose successful fulfillment is essential to successful adjustment to middle age;

(4) summarize the critical periods in male and female development during adulthood; and

*(5) differentiate between generativity and stagnation.

4.13 To demonstrate knowledge of old age, students will:

(1) recall the source of negative attitudes toward old age;

*(2) identify the best predictor of happiness in old age; and

(3) recall why adjustment to old age is made more difficult in our society.

4.14 To demonstrate knowledge of death and dying, students will:

(1) recall Kubler-Ross' explanation of the five stages of dying; and

*(2) identify examples of each stage.

5.0 Coping with Stress

5.1 To demonstrate knowledge of the nature of stress, students will:

*(1) select a definition of stress;

*(2) recall that an event that is a stressor for one person may not be a stressor for another person; and

(3) differentiate between distress and eustress when given a specific example.

5.2 To demonstrate knowledge of the sources of stress, students will:

*(1) identify conflict situations as situations in which a person must choose between two or more options that result from conflicting motives;

*(2) recall major life changes such as marriage, serious illness, a new job, or a death in the family;

(3) identify job-related problems such as work overload, role ambiguity, and/or poor interpersonal relationships;

(4) recall that frustration occurs when a person's progress toward a goal is blocked; and

(5) identify environmental conditions such as noise, crowding, and stimulus overload.

5.3 Students will describe the three stages of Selye's model of stress reaction.

5.4 To demonstrate knowledge of common reactions to stress, students will:

(1) recall that short-term psychological reactions to stress may include anxiety, anger, and fear;

(2) identify short-term physical reactions to stress as rapid heartbeat and respiration, muscle tension, pupil dilation, and secretion of activating hormones; and

*(3) identify long-term physical reactions to stress as leading to psychosomatic illnesses such as ulcers, hypertension, arthritis, asthma, and heart disease.

5.5 To demonstrate knowledge of factors which influence reactions to stress, students will list:

*(1) the type of personality an individual has;

(2) the amount of control an individual has over the stressor;

(3) whether or not an individual is receiving social support; and

(4) the amount of stress a person is experiencing.

5.6 To demonstrate knowledge of strategies for modifying physical reactions to stress, students will:

(1) identify the use of legal and illegal drugs;

*(2) recall methods for relaxation such as examples of progressive relaxation and meditation; and

*(3) identify the use of biofeedback to bring specific body processes under a person's conscious control.

5.7 To demonstrate knowledge of psychological and behavioral strategies for coping with stress, students will:

(1) identify both cognitive appraisal of a potential stressor and cognitive preparation to deal with a stressor as psychological strategies; and

*(2) identify controlling stressful situations, problem solving, and exercise as behavior strategies.

5.8 Students will evaluate the effectiveness of their own strategies for coping with stress based upon their knowledge of this subject.

6.0 Disturbance and Breakdown

6.1 To demonstrate knowledge of the various ways of defining abnormality used by psychologists, students will identify the key ideas in the (1) deviance, (2) adjustment, (3) legal, and (4) psychological health approaches.

6.2 Students will list at least two problems that arise from labeling and classifying abnormal behavior.

*6.3 Students will identify feelings of fear and anxiety as primary characteristics of neuroses.

6.4 To demonstrate knowledge of different types of neuroses, students will identify definitions of the following:

(1) phobia;

(2) obsessive-compulsive;

(3) conversion reaction;

(4) dissociative reaction; and

(5) depression.

*6.5 Students will identify characteristics that typify psychoses, including withdrawal from reality and an inability to communicate.

6.6 To demonstrate knowledge of characteristics of specific psychoses, students will identify symptoms of the following:

(1) schizophrenia;

(2) affective reaction; and

(3) autism.

6.7 To demonstrate knowledge of the possible causes of psychoses, students will identify the key ideas present in the following theories:

(1) hereditary factors;

(2) biochemical factors; and

(3) double-bind.

6.8 Students will identify three symptoms of a personality disorder.

7.0 Therapy and Change

7.1 To demonstrate knowledge of the goals and methods of psychotherapy, students will reproduce:

(1) at least two goals of psychotherapy; and

(2) at least two characteristics of an effective therapist.

7.2 To demonstrate knowledge of characteristics of various styles of psychotherapy, students will identify key ideas of the following:

(1) psychoanalysis;

(2) therapies in the Human Potential Movement;

(3) gestalt therapy;

(4) rational-emotive therapy;

(5) transactional analysis;

(6) behavior therapy; and

(7) group therapy.

7.3 Students will evaluate the effectiveness of psychotherapy based on evidence from recent research.

7.4 Students will describe the four categories of organic therapy.

7.5 Students will differentiate between mental institutions and community mental health centers.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
PSYCHOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction to Psychology	2 weeks	MLST	Hassett, James, Understanding Psychology, Third Edition (New York: Random House, Inc., 1981), pp. 3-18, 267-283, 143-145.	Goodale, Robert A. and Goldberg, Elaine R., Experiencing Psychology (Chicago: Science Research Associates, Inc., 1978), pp. 5-15, 33-79, 97-107. Kasschau, Richard A., Psychology: Exploring Behavior (Englewood Cliffs: Prentice-Hall, Inc., 1980), pp. 18-26, 335-359. Films: Aspects of Behavior. What is Psychology? Kits: Landmarks in Psychology (Human Relations Media) Introduction to Psychology (Prentice-Hall Media) The Psychology of Man: An Inquiry into Human Behavior (Center for the Humanities)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
PSYCHOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction to Psychology (continued)				Kits: Psychological Defenses: Series A and Series B (Human Relations Media) Abraham Maslow: Towards Self-actualization (Multi-Media Productions)
2.0	Psychological Research	1 week	MLST	Hassett, pp. 486-499.	Goodale and Goldberg, pp. 17-29, 678-702. Kasschau, pp. 27-36, 512-531.
3.0	Learning Theory	3 weeks	MLST	Hassett, 20-52.	Goodale and Goldberg, pp. 33-62. Kasschau, pp. 182-211. Films: Pavlov's Experiment: The Conditioned Reflex. Kits: B. F. Skinner's Learning Through Rewards (Multi-Media Productions)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
PSYCHOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
3.0	Learning Theory (continued)				Kits: *How We Become Ourselves: The Shaping of Personality* (Center for the Humanities) *Human Motivation: The "Why" of Behavior* (Center for the Humanities) *Managing Human Behavior: Behavior Modification* (Human Relations Media)
4.0	Human Development	6 weeks	MLST	Hassett, pp. 182-263.	Goodale and Goldberg, pp. 201-235, 311-321, 347-449. Kasschau, pp. 48-114. Films: *Rock-A-Bye-Baby*. *Child Part II* and *Child Part III*. *Childhood: Enchanted Years, Part I and II*. *First Friends*. *First Steps*.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
PSYCHOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Human Development (continued)				Films: Guiding Behavior. Language Development. Kits: The Eight Stages of Human Life: Prenatal to Late Childhood (Human Relations Media) The Eight Stages of Human Life: Adolescence to Old Age (Human Relations Media) Life Passage: Personal Growth Beyond Adolescence (Learning Seed Company) The Psychology of Aging: Senior Citizens in Five Communities (Prentice-Hall Media) Living with Dying (Center for the Humanities) Human Motivation (Human Relations Media)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
PSYCHOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Human Development (continued)				Kits: How Need Levels Affect Growth (Multi-Media Productions) Identity and Self-Image: Am I Worthwhile? (Center for the Humanities) Male and Female: Myths and Stereotypes (Center for the Humanities) Man's Search for Identity (Center for the Humanities) Becoming An Adult: Psychological Tasks of Adolescence (Human Relations Media) Adolescence to Adulthood: Rites of Passage (Sunburst Communications) Between Generations: Parent/Teenage Relationships (McGraw-Hill Films)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
PSYCHOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
5.0	Stress	2 weeks	MLST	Hassett, pp. 317-340, 172-178.	Goodale and Goldberg, pp. 541-565. Kasschau, pp. 323-325. Kits: Dealing with Stress (Human Relations Media) Biofeedback (Multi-Media Productions) Psychosomatic Illness (Human Relations Media) Stress, Sanity and Survival (Current Affairs) Coping with Life: The Sources of Anxiety (Center for the Humanities) Keeping Cool: How to Deal with Stress (Center for the Humanities)

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
PSYCHOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	Disturbance/ Breakdown	1 1/2 weeks	MLST	Hassett, pp. 363-382.	Goodale and Goldberg, pp. 567-611. Kasschau, pp. 361-388. Kits: Who's OK, Who's Not OK (Human Relations Media) Suicide: Causes and Preventions (Human Relations Media)
7.0	Psychotherapy	1 week		Hassett, pp. 393-419.	Goodale and Goldberg, pp. 613-677. Kasschau, pp. 392-425. Kits: Self-fulfillment: Becoming the Person You Want to Be (Center for the Humanities) Eric Berne: Transactional Analysis or Who's OK (Multi-Media Productions)

INTRODUCTION
SOCIOLOGY

State Accreditator Number . . 0425
Course Code Number 2031
F.T.E. Category 1.10
Instructional Level . . . . . Standard

Report Card Abbreviation. . . Sociology
Length of Course. . . . . . . Semester
Credit. . . . . 1/2 social studies credit
Grade Level 11, 12

Prerequisites

None

Textbook(s)

Thomas, W. LaVerne and Anderson, Robert J., *Sociology: The Study of Human Relationships*, Third Edition (New York: Harcourt Brace Jovanovich, Inc., 1982)

Notes to Teachers

Students will master the concepts and skills developed for Sociology as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

SOCIOLOGY

- 1.0 Introduction/Methodology
  - 1.1 Sociology
    - *1.1.1 Definition
    - 1.1.2 Sociology/Psychology
  - 1.2 Scientific Method
    - *1.2.1 Characteristics: list
    - 1.2.2 Characteristics: description
    - *1.2.3 Causal relationships
    - 1.2.4 Predictions
    - 1.2.5 Generalization
    - 1.2.6 Absolutes
  - 1.3 Research Factors
  - 1.4 Research Methods
    - *1.4.1 Process
    - *1.4.2 Hypothesis
    - *1.4.3 Variable
    - *1.4.4 Causation/Correlation
    - 1.4.5 Designs
    - 1.4.6 Sample/Population
    - *1.4.7 Sample
  - 1.5 Research Techniques
    - *1.5.1 Techniques: description
    - 1.5.2 Advantage/Disadvantage
    - 1.5.3 Primary/Secondary documents
    - 1.5.4 Interview/Questionnaire
    - *1.5.5 Observation: naturalistic, controlled, participant
    - *1.5.6 Control group
    - 1.5.7 Controlled observation: strengths, weaknesses
  - 1.6 Research Guidelines
  - 1.7 Profession
    - 1.7.1 Activities
    - 1.7.2 Sociologist/Social worker
    - 1.7.3 Specialization

- 2.0 Culture
  - 2.1 Culture
    - *2.1.1 Definition
    - 2.1.2 Culture/Society
    - *2.1.3 Components
    - 2.1.4 Participation
    - 2.1.5 Subculture: definition
    - *2.1.6 Subculture: example
  - *2.2 Role
  - 2.3 Cultural Change
    - *2.3.1 Cultural base
    - 2.3.2 Ideology
    - *2.3.3 Social movement
    - 2.3.4 New ideas
    - 2.3.5 Population changes
    - *2.3.6 Cultural diffusion: definition
    - 2.3.7 Cultural diffusion: example
  - *2.4 Resistance
    - 2.4.1 Ethnocentrism: definition
    - 2.4.2 Ethnocentrism: example
    - 2.4.3 Cultural lag
    - 2.4.4 Vested interests

- 3.0 Conformity/Deviance
  - 3.1 Values/Norms
    - *3.1.1 Cultural value
    - *3.1.2 Norm
    - 3.1.3 Values/Norms
    - 3.1.4 Folkways/Mores
    - *3.1.5 Folkways/Mores: examples
    - 3.1.6 Enforcement
  - 3.2 Social Control
    - *3.2.1 Internalization: definition
    - 3.2.2 Internalization: illustration
    - *3.2.3 Sanctions: positive, negative
    - 3.2.4 Sanctions: formal, informal
    - *3.2.5 Effective

* Indicates Minimum Level Skills

SOCIOLOGY

- 3.3 Social Deviance
  - *3.3.1 Definition
  - 3.3.2 Factors
  - *3.3.3 Example
- 3.4 Anomie Theory
  - 3.4.1 Summary
  - 3.4.2 Definition
  - 3.4.3 Cultural goals
  - 3.4.4 Deviant categories
- 3.5 Labeling Theory
  - 3.5.1 Deviance: cause
  - 3.5.2 Deviance: factors
  - 3.5.3 Deviance: types
- 3.6 Differential Association Theory
- 3.7 Culture Conflict Theory

4.0 Socialization

- *4.1 Personality
  - 4.1.1 Definition
  - 4.1.2 Aspects
  - 4.1.3 Heredity/Environment
- *4.2 Definition
- *4.3 Social Self/Personality
- 4.4 Theories
- 4.5 Significant Others/I-Self/Generalized Others/Me-Self
- *4.6 Family/Peer Group/School
- *4.7 Anticipatory Socialization
- *4.8 Reference Groups

5.0 Social Groups

- 5.1 Definition
- *5.2 Factors
- 5.3 Interaction
- 5.4 Symbols
- 5.5 Group Interaction: Types
  - *5.5.1 Patterns
  - 5.5.2 Definition
  - *5.5.3 Example
  - 5.5.4 Conflict/Competition
  - 5.5.5 Conflict: personal/corporate
  - 5.5.6 Accommodation
  - 5.5.7 Assimilation
- 5.6 Groups: Types
  - *5.6.1 Differences
  - *5.6.2 Transitory/Recurrent
  - 5.6.3 Formal/Informal
  - 5.6.4 Dyad/Triad
- *5.7 Group Relationships: Primary/Secondary
- *5.8 Group Relationships: Examples
- 5.9 Recurrent Groups
  - *5.9.1 Characteristics
  - 5.9.2 Role allocation
  - *5.9.3 Group consensus
  - 5.9.4 Effects: organization

- *5.10 Reciprocal Roles
- 5.11 Organization
- 5.12 Bureaucracy
  - *5.12.1 Definition
  - *5.12.2 Characteristics
  - 5.12.3 Advantages/Disadvantages

6.0 Social Stratification

- *6.1 Differentiation/Social Stratification
- *6.2 Status: Definition
- 6.3 Status Differentiation: Ascribed/Achieved
- 6.4 Status Examples: Ascribed/Achieved
- 6.5 Prestige/Esteem
- *6.6 Social Class
- 6.7 Marx's Theory
- 6.8 American Social-Class Structure
  - *6.8.1 Social classes
  - 6.8.2 Warner's social classes
  - 6.8.3 Findings: Warner, Hodges
  - 6.8.4 Examples

SOCIOLOGY

- 6.9 Social Mobility
  - *6.9.1 Definition
  - 6.9.2 Types: description
  - 6.9.3 Types: examples
  - 6.9.4 Work: manual, nonmanual
  - 6.9.5 Current
  - 6.9.6 Upward mobility
  - 6.9.7 Downward mobility

- 7.0 Social Institutions
  - *7.1 Definition
  - 7.2 Institution/Association
  - *7.3 Basic Needs
  - 7.4 Types
  - 7.5 Characteristics
  - *7.6 Functions: Primary/Secondary
  - *7.7 Role Conflict
  - 7.8 Protection
  - 7.9 Family
    - 7.9.1 Marriage
    - 7.9.2 Residence patterns
    - *7.9.3 Nuclear/Extended
    - 7.9.4 Authority patterns
    - 7.9.5 Kinship
    - 7.9.6 Functions
    - *7.9.7 Primary function
    - 7.9.8 American: trends
    - 7.9.9 American: change factors
    - 7.9.10 American: continuation
  - 7.10 Education
    - *7.10.1 Complex societies
    - *7.10.2 Primary function
    - 7.10.3 Secondary functions
    - 7.10.4 Informal
  - 7.11 Religion
    - *7.11.1 Definition
    - 7.11.2 Beliefs/Practice
    - 7.11.3 Structures
    - *7.11.4 Functions
    - 7.11.5 Social life relationship
  - 7.12 Economic
    - *7.12.1 Definition
    - *7.12.2 Formal
    - *7.12.3 Production
    - 7.12.4 Exchange
    - *7.12.5 Primary function
    - 7.12.6 Secondary functions
    - 7.12.7 Free enterprise
    - 7.12.8 Supply/Demand
    - 7.12.9 Credit/Advertising
  - 7.13 Political
    - 7.13.1 Definition
    - *7.13.2 Primary function
    - 7.13.3 Formal norms
    - *7.13.4 Social order
    - *7.13.5 Secondary functions
    - *7.13.6 Government: types
    - 7.13.7 Democracy
    - 7.13.8 American political process

- 8.0 Population/Environment
  - 8.1 Population Factors
  - 8.2 Immigration/Emigration
  - 8.3 Population: Base/Growth
  - 8.4 Impact: Human Behavior
    - 8.4.1 Density/Human behavior
    - 8.4.2 Sex ratio
    - 8.4.3 Age categories
  - 8.5 Population Explosion
  - 8.6 Zero Growth
  - 8.7 Urbanization
    - 8.7.1 Types
    - 8.7.2 Processes
    - 8.7.3 Invasion/Succession
  - 8.8 Ecology
  - 8.9 Pollution
  - 8.10 Resources

- 9.0 Technology/Social Change
  - 9.1 Change Factors
  - 9.2 Invention/Discovery
  - 9.3 Knowledge
  - 9.4 Future: Preparation
  - 9.5 Ecosystem
  - 9.6 Future: methodology

SOCIOLOGY

- 9.7 Approaches
  - 9.7.1 Types
  - 9.7.2 Examples
  - 9.7.3 Relationship
- 9.8 Relativity
- 9.9 Planned/Unplanned

PERFORMANCE OBJECTIVES
SOCIOLOGY

This elective course is designed to provide an introduction to the study of group interaction and its effect on individual behavior. The key concepts to be studied are: the social self, socialization, status, role, norms, sociological method, social institutions, social stratification, ethnicity, social change, and social systems. Current social issues will be incorporated through use of case studies. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction/Methodology

1.1 Students will demonstrate knowledge of sociology as a field of study by:

*(1) selecting a definition of sociology; and

(2) differentiating between sociology and psychology.

1.2 To demonstrate knowledge of the scientific method, students will:

*(1) list four characteristics of the scientific method;

(2) define, describe, or explain each of the four characteristics of the scientific method;

*(3) recall that the scientific method strives to establish casual relationships between events or phenomena;

(4) describe the difficulty that sociologists have in making predictions;

(5) select a definition of generalization; and

(6) explain why science does not present absolute explanations.

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* Indicates Minimum Level Skills

1.3 Students will identify six factors that sociologists look for in studying human relationships.

1.4 To demonstrate comprehension of sociological research methods, students will:

*(1) list the six steps involved in the research process;

*(2) describe the purpose of a hypothesis;

*(3) select a definition of a variable;

*(4) differentiate between a casual relationship and a correlation;

(5) recall a definition of research designs;

(6) differentiate between a sample and a population; and

*(7) identify the purpose of a sample.

1.5 Students will demonstrate comprehension of specific research techniques used in sociology by:

*(1) describing six research techniques;

(2) listing one advantage and one disadvantage for each technique;

(3) differentiating between primary documents and secondary documents;

(4) comparing and contrasting interview and questionnaire:

*(5) distinguishing between naturalistic observation, controlled observation, and participant observation;

*(6) describe the purpose of a control group; and

(7) discuss the relative strengths and weaknesses of controlled observation.

1.6 Students will identify five guidelines sociologists should follow when conducting research.

1.7 To demonstrate knowledge of sociology as a profession, students will:

(1) list seven types of activities that sociologists engage in;

(2) differentiate between a sociologist and social worker; and

(3) identify at least five specific areas of specialization in sociology.

2.0 Culture

2.1 To demonstrate knowledge of culture, students will:

*(1) select a difinition of culture;

(2) differentiate between a culture and a society;

*(3) identify an example of a cultural trait, a cultural complex, and/or a cultural pattern;

(4) differentiate between cultural universals, cultural alternatives, and cultural specialities;

(5) recall a definition of subculture; and

*(6) identify an example of a subculture.

*2.2 Students will define role and give an example of a role.

2.3 To demonstrate comprehension of cultural change, students will:

*(1) determine the relationship between the size of the cultural base and the tendency for change to occur in that culture;

(2) select a definition of ideology;

*(3) recall a definition of social movement;

(4) identify an example of cultural change resulting from a new idea;

(5) describe the relationship between population changes and cultural changes;

*(6) select a definition of cultural diffusion; and

*(7) identify an example of a cultural change resulting from cultural diffusion.

2.4 Students will demonstrate knowledge of resistance to cultural change by:

(1) defining ethnocentrism;

(2) selecting an example of ethnocentrism;

(3) describing the concept of cultural lag; and

(4) explaining how vested interest can prevent cultural change.

3.0 Conformity and Deviance

3.1 To demonstrate comprehension of values and norms, students will:

*(1) select a definition of a cultural value;

*(2) define social norm;

(3) explain the relationship between values and norms;

(4) differentiate between folkways and mores;

*(5) identify an example of folkways and mores; and

(6) describe the different ways in which norms can be enforced.

3.2 Students will demonstrate comprehension of social control through the following activities:

*(1) select a definition of internalization;

(2) illustrate the process of internalization;

*(3) distinguish between positive and negative sanctions;

(4) differentiate between formal and informal sanctions; and

*(5) determine when effective social control exists.

3.3 To demonstrate knowledge of social deviance, students will:

*(1) identify a definition of a deviant;

(2) list four factors required for deviance to occur; and

*(3) identify an example of a social deviant.

3.4 Students will demonstrate comprehension of the anomie theory of deviance by:

(1) summarizing Merton's anomie theory of deviance;

(2) selecting a definition of anomie;

(3) listing five ways in which members of society relate to the cultural goals and the accepted means of achieving these goals; and

(4) deciding which of the four categories of deviant behavior society considers most dangerous.

3.5 To demonstrate comprehension of labeling theory of social deviance, students will:

(1) recall Becker's view of the cause of deviance;

(2) identify the two factors which determine deviance; and

(3) differentiate between conformer, falsely accused, secret deviant, and pure deviant.

3.6 Students will describe the differential association theory of deviance.

3.7 Students will identify the focus of the culture conflict theory of deviance.

4.0 Socialization

*4.1 To demonstrate knowledge of personality, students will:

(1) select a definition of personality;

(2) list five aspects of personality, and

(3) describe the role that both heredity and environment play in the formation of personality.

*4.2 Students will identify a definition of socialization.

*4.3 Students will differentiate between social self and personality.

4.4 Students will summarize the theories of Locke, Cooley, and Mead concerning socialization and the social self.

4.5 Students will differentiate between significant others and the I-self, and generalized others and the me-self.

*4.6 Students will give examples of the role of the family, the peer group, and the school in socializing the individual.

*4.7 Students will describe anticipatory socialization.

*4.8 Students will recall the importance of reference groups to the socialization process.

5.0 Social Groups

5.1 Students will select a definition of group.

*5.2 Students will recall three factors that are necessary for a group to exist.

5.3 Students will define the term "interaction".

5.4 Students will recall the ways in which symbols are used.

5.5 To demonstrate knowledge of types of group interaction, students will:

*(1) identify the five patterns of group interaction;

(2) select a definition of each of the five patterns of group interaction;

*(3) identify an example of each type of group interaction;

(4) list three differences between competition and conflict;

(5) differentiate between personal conflict and corporate conflict;

(6) recall two types of accommodation; and

(7) identify an example of assimilation.

5.6 Students will demonstrate comprehension of kinds of groups by:

*(1) listing four ways in which groups differ;

*(2) differentiating between transitory groups and recurrent groups;

(3) distinguishing between formal and informal groups; and

(4) stating the difference between triad and dyad.

*5.7 Students will differentiate between primary group relationships and secondary group relationships.

*5.8 Students will identify examples of primary group relationships and secondary group relationships.

5.9 To demonstrate knowledge of the characteristics of recurrent groups, students will:

*(1) list four characteristics of recurrent groups;

(2) select a definition of role allocation;

*(3) recall the importance of group consensus; and

(4) discuss the effects of group goals, roles, norms, and sanctions on the organization of recurrent groups.

*5.10 Students will identify the reciprocal nature of roles.

5.11 Students will identify a definition of organization.

5.12 To demonstrate knowledge of bureaucracy, students will:

*(1) select a definition of bureaucracy;

*(2) list five characteristics of a bureaucracy according to Weber's model; and

(3) recall the advantages and disadvantages of the bureaucratic form of organization.

6.0 Social Stratification

*6.1 Students will define and distinguish between differentiation and social stratification.

*6.2 Students will select a definition of status.

6.3 Students will explain the difference between ascribed status and achieved status.

*6.4 Students will identify examples of ascribed status and achieved status.

6.5 Students will differentiate between prestige and esteem.

*6.6 Students will recall a definition of social class.

6.7 Students will summarize Marx's theory of social class.

6.8 To demonstrate knowledge of the American social-class structure, students will:

*(1) list the five or six social classes;

(2) describe the six social classes of Warner's "Yankee City" study;

(3) compare and contrast the six social classes of Warner's study with the five social classes of Hodges' study; and

(4) identify examples of each social class.

6.9 To demonstrate knowledge of social mobility, students will:

*(1) select a definition of social mobility;

(2) describe four types of social mobility;

(3) identify an example of each type of social mobility;

(4) distinguish between manual and nonmanual work;

(5) describe the type and amount of social mobility in America today;

(6) identify three factors that contribute to upward mobility; and

(7) identify three factors that can lead to downward mobility.

7.0 Social Institutions

*7.1 Students will select a definition of a social institution.

7.2 Students will differentiate between an institution and an association.

*7.3 Students will recall the five basic needs of a society.

7.4 Students will identify the social institution that has been created to meet each basic need.

7.5 Students will list seven characteristics of all social institutions.

*7.6 Students will distinguish between primary and secondary functions of social institutions.

*7.7 Students will describe role conflict and identify an example of role conflict.

7.8 Students will list four examples of ways in which societies protect their social institutions.

7.9 To demonstrate knowledge of the family, students will:

(1) identify five forms of marriage;

(2) describe the difference between patrilocal, matrilocal, and neolocal residence patterns;

*(3) differentiate between nuclear and extended families;

(4) recall three patterns of authority in families;

(5) state how patrilineal, matrilineal, and bilineal kinship systems differ from one another;

(6) list the six functions of the family;

*(7) identify the primary function of the family;

(8) describe five trends that characterize the American family today;

(9) discuss seven social factors that may have contributed to a change in the American family; and

(10) identify three arguments that have been given for the continuation of the American family.

7.10 To demonstrate knowledge of education, students will:

*(1) explain why complex societies require a separate institution of education;

*(2) identify the primary function of education;

(3) list seven secondary functions of education; and

(4) identify five informal sources of socialization.

7.11 To demonstrate knowledge of religion, students will:

*(1) select a definition of religion;

(2) differentiate between religious beliefs and religious practices;

(3) identify an example of a church, a denomination, a sect, and a cult;

*(4) identify six functions of religion; and

(5) discuss the relationship between religious membership and four other aspects of social life.

7.12 To demonstrate knowledge of the economic institution, students will:

*(1) select a definition of the economic institution;

*(2) identify the five parts of formal economic systems;

*(3) list three basic ingredients needed by a production system to carry out its function;

(4) differentiate between a barter system, a monetary system, and a credit system;

*(5) identify the primary function of the economic institution;

(6) list four secondary functions of the economic institution;

(7) describe the free enterprise system;

(8) summarize the law of supply and demand; and

(9) discuss the role of credit and advertising in the American economic system.

7.13 To demonstrate knowledge of the political institution; students will:

(1) select a definition of the political institution;

*(2) identify the primary function of the political institution;

(3) differentiate between constitutional, statutory, and common law;

*(4) describe the four aspects of maintaining social order;

*(5) list two secondary functions of government;

*(6) describe three types of governments;

(7) list two key differences between democracy and other types of government; and

(8) summarize the American political process.

8.0 Population and Environment

8.1 Students will identify the factors that contribute to population increase and decrease.

8.2 Students will distinguish between immigration and emigration.

8.3 Students will describe the relationship between population base and population growth.

8.4 To demonstrate knowledge of the impact of population on human behavior, students will:

(1) describe the relationship between population density and human behavior;

(2) select a definition of sex ratio; and

(3) list two ways in which age categories affect human behavior.

8.5 Students will identify the causes and consequences of the population explosion.

8.6 Students will identify an example of zero population growth.

8.7 To demonstrate comprehension of urbanization, students will:

(1) differentiate between urban area, central city, suburb, metropolitan area, and megalopolis;

(2) compare and contrast the process of urbanization and the process of suburbanization; and

(3) describe the processes of invasion and succession.

8.8 Students will select a definition of ecology.

8.9 Students will identify three types of environmental pollution.

8.10 Students will distinguish between nonrenewable, renewable, and seemingly unlimited resources, giving an example of each.

9.0 Technology and Social Change

9.1 Students will identify two factors which have contributed to the rapid rate of change.

9.2 Students will distinguish between an invention and a discovery and give examples of each.

9.3 Students will explain the relationship between the amount of knowledge in a society and the number of inventions and discoveries in that society.

9.4 Students will list four points which should be considered when preparing for the future.

9.5 Students will select a definition of ecosystem.

9.6 Students will describe three methods to investigate the future.

9.7 To demonstrate comprehension about individual approaches to social change, students will:

(1) differentiate between five approaches to social change;

(2) select examples of each approach to social change; and

(3) discuss the relationship between the approaches to social change.

9.8 Students will describe how social change is relative to time, place, and circumstance.

9.9 Students will identify an example of both a planned and unplanned social change.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction/ Methodology	2 weeks	MLST	Thomas, W. LaVerne and Anderson, Robert J., Sociology: The Study of Human Relationships, Third Edition (New York: Harcourt Brace Jovanovich, Inc., 1982), pp. 2-15, 399-415, 386-391.	Federico, Ronald C., Sociology, Second Edition (Reading: Addison-Wesley Publishing Company, 1979), pp. 1-27. Dublin, Peter H., et al, Sociology: People in Groups (Chicago: Science Research Associates, Inc., 1978), pp. 7-13. Hughes, Helen M., Inquiries in Sociology, rev. ed. (Boston: Allyn and Bacon, Inc., 1978), pp. 2-3, 78-105. Kits: The Social Sciences: What is Sociology. Introduction to the Behavioral Sciences: An Inquiry Approach.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Culture	2 weeks	MLST	Thomas, pp. 21-49.	Federico, pp. 59-70, 41-57, 520-535. Dublin, et al, pp. 16-43. Hughes, pp. 16-27, 49-50, 122. Films: An African Community: The Masai. Family of Man Series. The American Experience: Becoming an American. Boy in Botswana. Four Families. Ishi in Two Worlds. Kits: Understanding Primitive Culture. Africa: Focus on Culture. The Origin of American Values: The Puritan Ethic to the Jesus Freaks.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	Culture (continued)				Kits: Man: A Cross Cultural Approach. East Meets West: A Contrast in Values and Cultures.
3.0	Conformity/ Deviance	2 weeks	MLST	Thomas, pp. 53-72.	Federico, pp. 41-43, 209-246. Dublin, et al, pp. 104-129. Films: Conflicts in American Values: Individualism vs Conformity. Conformity and Independence. The Social Animal. Kits: Dare to be Different.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Socialization	2 weeks	MLST	Thomas, pp. 75-93.	Federico, pp. 59-94. Dublin, pp. 44-73. Hughes, pp. 7-107. Films: *Personality*. Kits: *Roles and Goals*. *Who Am I? Where Did I Come From? Where Am I Going? The Eternal Questions.*
5.0	Social Groups	2 weeks	MLST	Thomas, pp. 139-159.	Federico, pp. 249-284. Dublin, et al, pp. 290-299. Films: *Anatomy of a Group*. *Group Dynamics: "Groupthink"*.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	Social Stratification	2 weeks	MLST	Thomas, pp. 161-181.	Federico, pp. 177-208. Dublin, et al, pp. 132-161. Films: Barriers. Conflicts in American Values: Equality vs Social Class. Social Class in America. But What if the Dream Comes True? The Affluent Society. Kits: America, the Melting Pot: Myth or Realty. Social Classes in Japan. Status Seeking. Conflict in American Values: Life Style and Standard of Living.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Social Institutions	3 weeks	MLST	Thomas, pp. 211-290.	Federico, pp. 349-490. Dublin, pp. 250-363, 74-103. Hughes, pp. 108-177. Films: The Family. Married Life. Major Religions of the World. Conscience in Conflict. Education in America: Twentieth Century Development. Market Economy of the United States. Supply and Demand. Kits: The Future of the Family. The Family Today. What Is Marriage?

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
7.0	Social Institutions (continued)				Kits: The Consumer Process. What is Politics? What is Economics?
8.0	Population/ Environment	1 week		Thomas, pp. 354-378.	Federico, pp. 491-516, 285-317. Dublin, pp. 444-486, 394-416. Hughes, pp. 291-333. Films: Population and Pollution. Populations. Population and the American Future. Air Pollution. Billion Dollar Marsh. Population Ecology. Man's Effect on the Environment.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
SOCIOLOGY

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
8.0	Population/ Environment (continued)				Kits: The Economy vs Ecology. The Embattled Metropolis. The People Problem.
9.0	Technology/ Social Change	1 week		Thomas, pp. 291-309.	Federico, pp. 517-546. Dublin, pp. 366-393. Hughes, pp. 272-371. Films: The Futurists. Kits: Social Change and Sectional Controversy. Toward the Year 2000: Can We Survive the Future?

INTRODUCTION
URBAN AFFAIRS

State Accreditator Number. .	0418
Course Code Number	2026
F.T.E. Category.	1.10
Instructional Level.	Standard
Report Card Abbreviation . .	Urban Affairs
Length of Course	Semester
Credit	1/2
Grade Level.	11, 12

Prerequisites

None

Textbook(s)

Goldberg, D., Challenges in Our Changing Urban Society (Dallas: Laidlaw Brothers, 1969).

Cutter, I., Communities (Columbus, Ohio: Merrill, 1978).

Notes to Teachers

The last unit on Jacksonville is an important part of this course and should generate a great deal of student interest. It is a unit designed to use local sources, guest speakers, and field trips. This unit is not included on the Minimum Level Skills Test (MLST). However, because of increased interest in the development of local historical awareness, it is hoped that this unit will be emphasized.

There is no adopted textbook. However, the above mentioned books are the ones recommended for the course.

Students will master the concepts and skills developed for Urban Affairs as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

URBAN AFFAIRS

- 1.0 What is a City
  - 1.1 Difference between Urban/Rural Areas
    - 1.1.1 Define rural
    - *1.1.2 Define urban
    - *1.1.3 Rural area description
    - 1.1.4 Urban area description
  - 1.2 Size of Cities
    - 1.2.1 Range/Population
    - 1.2.2 Florida city locations
    - 1.2.3 City legend
  - 1.3 Cities' Functions
    - 1.3.1 Identify
    - *1.3.2 Define special function
    - 1.3.3 Define diversified city
    - 1.3.4 Special functions: cities
    - *1.3.5 Jacksonville

- 2.0 Geography of Cities
    - *2.1.1 Influencing factors
    - 2.1.2 Diagrams
    - 2.1.3 Reasons
  - 2.2 Urban Land Use
    - *2.2.1 Examples
    - *2.2.2 Residential
    - *2.2.3 Intensification
    - 2.2.4 Changes
  - 2.3 Shape/Structure
    - *2.3.1 Describe CBD
    - 2.3.2 Locate CBD
    - 2.3.3 Accessibility
    - 2.3.4 Time/Distance
    - *2.3.5 A city structure
    - *2.3.6 Concentric zone theory
    - *2.3.7 Sector theory
    - 2.3.8 Multiple nuclei theory
    - 2.3.9 Diagram
    - 2.3.10 Theory example
    - *2.3.11 Major city areas
    - 2.3.12 Growth theories
    - 2.3.13 Character: inner & outer city

- 3.0 History of Cities
  - 3.1 Scorates
  - 3.2 Civilizations' Origin
    - *3.2.1 Identify river velleys
    - 3.2.2 Locations
    - 3.2.3 Current major cities
    - *3.2.4 City origin
  - 3.3 Early American Cities
    - *3.3.1 Incas/Aztecs
    - *3.3.2 Early cities
    - 3.3.3 Descriptions
  - 3.4 Ancient Cities
    - 3.4.1 Athens: formation
    - *3.4.2 Athens: description
    - *3.4.3 Acropolis
    - 3.4.4 Parthenon
    - 3.4.5 Athens: direct democracy
    - *3.4.6 Rome: beginning
    - 3.4.7 Rome: expansion
    - *3.4.8 Rome: description
    - 3.4.9 Rome: growth, shape, structure
  - 3.5 Early European Cities
    - 3.5.1 London: description
    - 3.5.2 Paris: description
    - 3.5.3 Italian city-state: description
    - 3.5.4 Compare/Contrast: Athens, Rome, cities of Middle Ages

* Indicates Minimum Level Skills

URBAN AFFAIRS

4.0 Metropolitan Areas

- 4.1 Definition
- 4.2 Suburbs
  - *4.2.1 Definition
  - 4.2.2 Reasons for growth
  - 4.2.3 Changing suburbs
  - 4.2.4 Energy shortage effects
- 4.3 Population Trends
  - 4.3.1 Growth decline
  - *4.3.2 Growth: Southeast, Southwest
  - *4.3.3 Decline: Northeast
  - *4.3.4 Reasons for southern industries
- 4.4 Megalopolis
  - *4.4.1 Definition
  - 4.4.2 Reason
  - *4.4.3 Largest
  - 4.4.4 Example: Florida
- 4.5 Major World Metropolitan Areas
  - *4.5.1 Tokyo
  - *4.5.2 Europe
  - 4.5.3 The Americas
  - 4.5.4 Asia/Africa
  - 4.5.5 Melborne, Australia
- 4.6 Urban Planning/Zoning
  - *4.6.1 Define urban planning
  - 4.6.3 Pre-examination/Updating of zoning laws
  - 4.6.4 Case Study

5.0 City/Local Government

- *5.1 Charters/Home Rule
  - 5.1.1 Charter
  - 5.1.2 Power to govern
  - 5.1.3 Home rule
- 5.2 City Government Structure
  - *5.2.1 Mayor-council
  - *5.2.2 Council-manager
  - 5.2.3 Commission
  - 5.2.4 Chart
- 5.3 County Governments
  - 5.3.1 Function
  - *5.3.2 Structure
- 5.4 Townships
  - *5.4.1 Location
  - 5.4.2 Function
  - *5.4.3 Town meetings
  - 5.4.4 Midwest
- 5.5 Overlapping Units
  - 5.5.1 Reasons
  - 5.5.2 Example
  - 5.5.3 Problems
- 5.6 Consolidation/Centralization
  - *5.6.1 Consolidation
  - 5.6.2 Reasons: pro
  - 5.6.3 Reasons: con
  - *5.6.4 Examples
  - 5.6.5 Analyze case studies
- 5.7 Decentralization

6.0 Role of the Federal Government in City Life

- 6.1 Federal Financial Assistance
  - *6.1.1 Tax structures
  - 6.1.2 Loan to New York City
  - 6.1.3 Federal grants
- 6.2 Federal Departments/Agencies
  - *6.2.1 Department of Housing & Urban Development (HUD)
  - 6.2.2 Federal Departments: duties
  - 6.2.3 Environmental Protection Agency (EPA)

URBAN AFFAIRS

- 6.2.4 Equal Employment Agency (EEO)
- 6.3 Future Involvement

7.0 Local Community Study (Jacksonville)

- 7.1 History of Jacksonville
  - 7.1.1 Timuquana Indians
  - 7.1.2 Cow Ford
  - 7.1.3 Fort Caroline
  - 7.1.4 British settlement
  - 7.1.5 Kings Road
  - 7.1.6 Spanish Rule
  - 7.1.7 U. S. territory
  - 7.1.8 1822
  - 7.1.9 Popular winter resort
  - 7.1.10 Popularity decline
  - 7.1.11 The fire (1901)
  - 7.1.12 Post-fire period
- 7.2 Historical Interests/Preservation
  - 7.2.1 Groups that promote historical interest
  - 7.2.2 Downtown tour
  - 7.2.3 Preservation organizations
  - 7.2.4 Progress/Problems
  - 7.2.5 Preservation vs. progress
- 7.3 Population Make-up
  - 7.3.1 Population statistics
  - 7.3.2 Socio-economic statistics
  - 7.3.3 Map data
  - 7.3.4 Shape/Structure
- 7.4 Land Use
  - 7.4.1 Woodland/Farmland
  - 7.4.2 Per cent developed
  - 7.4.3 Breakdown
- 7.5 Economic Base of the Community
  - 7.5.1 Economic functions
  - 7.5.2 Businesses
  - 7.5.3 Case study
- 7.6 Urban Problems Common to Jacksonville
  - 7.6.1 Examples
  - 7.6.2 Essay
- 7.7 Future Outlook/Growth
  - 7.7.1 Consolidated government
  - 7.7.2 Accredited schools
  - 7.7.3 Education growth
  - 7.7.4 Direction
  - 7.7.5 Urban Planning Board
  - 7.7.6 Opinion on future growth

PERFORMANCE OBJECTIVES
URBAN AFFAIRS

Urban Affairs is an elective course that is designed to introduce students to the geography, history, government, growth, and problems of cities. Specific cities will be used as examples of concepts studied. A local community study of Jacksonville is included to enable the students to gain more awareness and appreciation for the history, people, and complex functioning of their own urban community.

Performance Objectives

1.0 What is a City

1.1 Students will demonstrate knowledge of the difference between urban and rural areas by selecting:

(1) a definition of rural as pertaining to the country as distinguished from the city or town;

*(2) a definition of urban as pertaining to or constituting a city;

*(3) a word phrase that best describes a rural area as one that is not densely populated, has farmland, undeveloped land, and very few buildings; and

(4) a word phrase that best describes an urban area as densely populated, having extensive land development, dense spacial distribution of buildings, and intensification of land use in the Central Business District.

1.2 Students will demonstrate knowledge of the size of cities by:

(1) explaining that urban areas range in size from small towns with under 5,000 population to large metropolitan areas with over five million population;

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* Indicates Minimum Level Skills

(2) locating the following cities on an outline map of Florida: Clewiston, Cocoa, Christmas, Cedar Key, Daytona Beach, Clearwater, Dunedin, Lake City, Key West, Lakeland, Micanopy, Miami, Jacksonville, Fort Myers, Yulee, St. Petersburg, Tampa, Orlando, Sarasota, and Panama City; and

(3) making their own legend for the map of Florida indicating the different size of cities according to the following: under 5,000; 5,000 - 25,000; 26,000 - 100,000; 101,000 - 500,000; and over 500,000.

1.3 Students will demonstrate knowledge of the functions of cities by:

(1) listing the functions of cities;

*(2) identifying a city with a special function as one that exists primarily for one particular purpose;

(3) identifying a diversified city as one with many functions;

(4) analyzing pictures and/or case studies of at least five cities around the world in order to determine the special function of each city; and

*(5) identifying a description of Jacksonville as an example of a diversified city with many functions, among them manufacturing, military, education, and trsnsportation.

2.0 Geography of Cities

2.1 Students will demonstrate knowledge of the location and growth of cities by:

*(1) selecting factors that influence site location for cities as climate (protection from natural elements), room for expansion, availability of natural resources, access to transportation routes, strategic location favorable to health, and close to recreation or entertainment sources;

(2) identifying best sites for location of a settlement on site location diagrams of areas where cities might have located at different times in history; and

(3) listing the reasons for growth of a specific large city in the United States.

2.2 Students will demonstrate knowledge of urban land use by:

*(1) selecting examples of urban land use as manufacturing, commercial, residential, and public or cultural;

*(2) selecting residential as the urban land use that takes up the greatest percentage of space in a city;

*(3) identifying intensification of land use as the build-up (skyscrapers) of the Central Business District (CBD); and

(4) explaining that the way cities use land may change as times change, or as people adapt to their physical environment.

2.3 Students will demonstrate knowledge concerning the shape and structure of cities by:

*(1) selecting a word phrase that best describes the Central Business District (CBD) as the area of the city where land use is more intensified;

(2) locating the CBD of a city on a topographic map quadrangle of an area in the United States;

(3) explaining that accessibility of goods and services for the people influences the shape and structure of a city;

(4) identifying time and distance as two factors that affect accessibility;

*(5) selecting a word phrase that describes a city's structure as the way it grows and what kind of land use is predominant in different areas;

*(6) identifying the concentric zone theory of growth as when a city grows out in rings from the CBD;

(7) identifying the sector theory of growth as when a city grows in wedges that radiate from the CBD (example: a city migh grow this way if it has major transportation routes running through it such as three major highways);

(8) identifying the multiple nuclei theory of growth as when a city is made up of a number of cells and each cell has a particular kind of land use (cities like this are usually highly planned or zoned as to their growth);

(9) selecting from a group of diagrams exemplifying the three theories of growth, which one is concentric, sector, or multiple nuclei;

(10) selecting an example that indicates that most large urban areas show parts of all three structures or patterns as if one was laid on top of the other;

*(11) identifying the three general areas that cities can be divided into as the CBD, the inner city, and the outer city;

(12) concluding that by understanding theories of growth, one can predict activities, certain life styles, and problems that are distinctive to certain areas of the city; and

(13) analyzing diagrams, crime statistics, census data, descriptions of areas, or pictures of at least one city in the United States in order to make generalizations as to the character or shape of the inner city and the outer city.

3.0 History of Cities

3.1 Students will identify the quotation: "Due to the fact that no one of us is self-sufficient, but each person is in need of many things", as an expression by the Greek philosopher, Socrates, explaining the reason for the origin of cities.

3.2 Students will demonstrate knowledge of cities that started in major river valleys by:

*(1) identifying the early river valley areas where people first grouped together in cities as the Nile, Tigris and Euphrates, Indus, and the Huang Ho;

(2) locating on a world map, the countries where these river valleys are today;

(3) identifying a major city that is located on each of the four rivers today; and

*(4) selecting the reason why cities of the early civilizations originated in these river valleys.

3.3 Students will demonstrate knowledge of Early American cities by:

*(1) identifying two ancient civilizations that had organized cities as the Aztecs in Mexico and the Incas in Peru;

*(2) identifying the city of Tenochtitlan as the capital city of the Aztecs and Cuzco as a major city of the Incas; and

(3) analyzing either the ancient city of Tenochtitlan or Cuzco.

3.4 Students will demonstrate knowledge concerning the ancient cities of Athens and Rome by:

(1) explaining how the city-state of Athens was formed when farmers from the countryside joined the inhabitants of the city;

*(2) identifying a descriptive paragraph of Athens as: "It was a city surrounded by walls, the streets were winding and unpaved, and the houses faced inward rather than outward toward the street. There was a great central square called the Agora, where people gathered for political reasons, religious reasons, and the buying and selling of goods.";

*(3) identifying the Acropolis as a large rocky hill which the people of Athens looked to for protection;

(4) identifying the Parthenon as an important temple dedicated to the goddess Athena, which was built at the top of the Acropolis;

(5) concluding why Athens had a direct democracy;

*(6) selecting a word phrase which describes how the city of Rome began as a site on the Tiber River where trading settlements developed on seven hills, and eventually grew together to form the city;

(7) explaining the reasons Rome grew from a city-state to a large empire;

*(8) identifying a descriptive paragraph of the city of Rome as: "It was a walled city with large buildings that had gilded roofs and huge marble columns. There were many private homes and shops with red tiled roofs and toward the outskirts were public parks and private gardens. At the center of the city there was a square called the Forum, which was the main market and business area."; and

(9) analyzing a diagram and a case study describing the imperial city of Rome in order to determine a theory of growth patterns as related to the structure of the city.

3.5 Students will demonstrate knowledge of early European cities in the Middle Ages by:

(1) identifying a description of London;

(2) identifying a description of Paris;

(3) identifying a description of at least one Italian city-state; and

(4) comparing and contrasting the cities of Athens and Rome with the larger cities that originated in Europe during the Middle Ages.

4.0 Metropolitan Areas

4.1 Students will define a metropolitan area as a large central city and the closely related smaller communities around it.

4.2 Students will demonstrate knowledge of the suburbs which support large metropolitan areas by:

*(1) selecting a definition of suburbs as the outlying residential districts of the city;

(2) listing three reasons for the growth of the suburbs;

(3) explaining that in recent years many suburban communities have become vast urbanized areas; and

(4) analyzing the effects of the energy crisis and increased cost of transportation on people's desire to live in suburbs.

4.3 Students will demonstrate knowledge of population trends in metropolitan areas by:

(1) explaining that while some large cities in the United States have grown in population, others have declined;

*(2) identifying the Southeast and Southwest as areas where there has been growth;

*(3) identifying the Northeast as an area where there has been population decline; and

*(4) identifying reasons that industries have chosen to locate in the Southeast and Southwest.

4.4 Students will demonstrate knowledge of megalopolis by:

*(1) identifying a definition of megalopolis as a large continuous urban area including a number of cities;

(2) selecting a word phrase that explains the growth of an urban area into a megalopolis;

*(3) identifying the largest megalopolis in the United States as the area extending from northern Virginia to Southern New Hampshire; and

(4) identifying at least one area in Florida that could be described as a megalopolis.

4.5 Students will demonstrate knowledge of major metropolitan areas in the world by:

*(1) identifying Tokyo, Japan as the largest city by population in the world;

*(2) selecting London, Paris, Moscow, Budapest, and Lisbon as major metropolitan areas in Europe;

(3) selecting Los Angeles, New York, Chicago, Buenos Aires, and Montreal as major metropolitan areas in the Americas;

(4) selecting Jerusalem, Bagdad, Hong Kong, Cairo, and Johannesburg as major metropolitan areas in Asia and Africa; and

(5) identifying Melbourne as the largest city by population in Australia.

4.6 Students will demonstrate knowledge of urban planning and zoning by:

*(1) identifying a definition of urban planning as "designing of a city to meet future needs and to correct old errors";

(2) identifying the reasons for urban planning;

(3) explaining that strict adherence to zoning laws may hinder a city from growing according to planned development for the future; and

(4) analyzing a case study concerning controversy over an area to be zoned and justifying the students' decision on the issue.

5.0 City and Local Government

*5.1 Students will demonstrate knowledge of charters and home rule by:

(1) identifying a definition of a charter as a basic plan for the organization of a city government;

(2) identifying the state legislature as the government body from which cities receive their charters; and

(3) identifying a definition of home rule as the right of a city to pass laws as long as they do not conflict with state laws.

5.2 Students will demonstrate knowledge of city government structures by:

*(1) identifying a word phrase describing a mayor-council form of city government;

*(2) identifying a word phrase describing a council-manager form of city government;

(3) identifying a word phrase describing a commission form of city government; and

(4) interpreting statistical data in order to discover what form of government is the most popular for small, middle, and large cities.

5.3 Students will demonstrate knowledge of county governments by:

(1) selecting a definition of the chief function of the county government; and

*(2) identifying a word phrase describing the structure of county government as being organized around an elected governing body (board or commission) that usually has both executive and legislative powers.

5.4 Students will demonstrate knowledge of townships by:

*(1) identifying that townships are located in the New England and Midwestern states;

(2) explaining that towns in the New England states serve the same function as counties in other states;

*(3) selecting a town meeting in New England as an example of direct democracy; and

(4) selecting that townships in the Midwest are subdivisions of counties.

5.5 Students will demonstrate knowledge of overlapping units of government in urban areas by:

(1) concluding the reasons for overlapping governments in the midwest;

(2) identifying Chicago as a city with overlapping governments; and

(3) identifying three kinds of problems that are caused by having too many governments in an urban area.

5.6 Students will demonstrate knowledge concerning moves to consolidate and centralize cities by:

*(1) identifying a definition of consolidation as when cities are able to annex outlying urban areas;

(2) stating one reason why there have been moves to consolidate and centralize the governments of large urban areas;

(3) stating one reason why people in outlying areas are opposed to consolidation;

*(4) identifying Jacksonville, Florida, Indianapolis, Indiana, and Nashville, Tennessee as cities that have consolidated governments; and

(5) analyzing three case studies describing consolidation and depicting some of the advantages and disadvantages of city-county consolidation.

5.7 Students will analyze case studies describing examples of decentralized urban governments in the Minneapolis - St. Paul area and in Dayton, Ohio, in order to determine the advantages and disadvantages of decentralizing urban governments.

6.0 Role of the Federal Government in City Life

6.1 Students will demonstrate knowledge concerning the need for federal financial assistance to cities by:

*(1) identifying that failure of the city's tax structure to support continued growth and cost of services is one reason for increased federal financial assistance to cities;

(2) identifying New York City as one city that the Federal Government has had to lend money; and

(3) stating that the Federal Government offers financial grants to cities that are trying new innovative ideas that are designed to promote the welfare of the people (example: "People Mover" for Jacksonville).

6.2 Students will demonstrate knowledge of federal departments and agencies that have been created to help deal with problems in cities by:

*(1) identifying the Department of Housing and Urban Development (HUD) as one that was created to direct projects to rebuild slums, to provide low-rent public housing, and many other community services;

(2) selecting that the Federal Government has created departments to promote and regulate better public health facilities, welfare programs, and education in our nation's cities;

(3) identifying the Environmental Protection Agency (EPA); and

(4) identifying the Equal Employment Opportunity Agency (EEO).

6.3 Students will analyze current problems of cities, federal programs, and grants in order to predict the future role of the Federal Government in city life.

7.0 Local Community Study (Jacksonville)

7.1 Students will demonstrate knowledge of the history of Jacksonville by:

(1) selecting the Timuquana Indians as the first people to settle in Jacksonville;

(2) selecting the reason that the Indians called the settlement Wacca Pilatka (Cow Ford);

(3) selecting Fort Caroline as a structure built by a group of French Huguenots, led by Rene de Landonniere, in 1564;

(4) selecting that Cow Ford became a British settlement in the late 1700's when they built the first structures on what is now Liberty Street;

(5) identifying King's Road as the oldest road in Jacksonville built by the British in 1770;

(6) identifying that the Spanish regained control of Jacksonville in 1783;

(7) selecting 1819 as the date Florida became a United States territory;

(8) designing a written description and a map of Jacksonville (Cow Ford) in 1822 after reading historical data on the settlement;

(9) identifying that in the 1870's and 1880's Jacksonville was a popular winter resort area;

(10) listing reasons why Jacksonville's popularity as a winter resort declined;

(11) identifying that the Jacksonville fire in 1901 destroyed 2,400 buildings and left ten thousand people homeless; and

(12) analyzing historical data on the post fire period in order to determine how Jacksonville recovered and began to grow and prosper again.

7.2 Students will demonstrate knowledge of moves toward promoting historical interest and preservation of older areas in Jacksonville by:

(1) selecting the Jacksonville Historical Society and the Roundtable for Jacksonville History as two groups that help local residents and tourists gain knowledge and appreciation for the history of the city;

(2) analyzing the architectural and historical significance of Jacksonville after taking a walking tour of the downtown area;

(3) selecting older neighborhoods like Riverside-Avondale, San Jose Estates, San Marco, and Springfield as areas of the city that have formed preservation organizations;

(4) analyzing information gained from at least two sources in order to determine progress and problems that preservation organizations have experienced; and

(5) explaining what kind of value conflicts might arise between those who favor progress and rebuilding, and those who favor historical preservation.

7.3 Students will demonstrate knowledge of the population make-up of Jacksonville by:

(1) analyzing 1980 Census Data to determine total population, population density, racial composition, and age composition of the Jacksonville metropolitan area;

(2) analyzing 1980 data to determine socio-economic status of the majority of the people in a specific neighborhood based on median income, median cost of housing, and median school years completed;

(3) placing collected data on an outline map of Jacksonville; and

(4) writing at least three generalizations about the shape and structure of Jacksonville that can be supported by facts gained from their study.

7.4 Students will demonstrate knowledge of land use in Jacksonville by:

(1) selecting farmland and woodland as the most common form of land use in Jacksonville;

(2) identifying that approximately 25-30 percent of Jacksonville's land is developed; and

(3) identifying a breakdown of developed land as 48% residential, 38% transportation, 5% industrial, 5% commercial, and the remainder in public, social, or cultural use.

7.5 Students will demonstrate knowledge of the economic base of the community by:

(1) identifying Jacksonville as a diversified city that supports the following economic functions: trade (retail and wholesale), transportation, manufacturing, finance (banking and insurance), government military bases, and education;

(2) identifying at least one specific business that is engaged in each of the following: wholesale trade, manufacturing, transportation, and finance; and

(3) creating a fictitious business, and telling where in Jacksonville they would locate it and why they think it would or would not be successful.

7.6 Students will demonstrate knowledge of urban problems common to Jacksonville by:

(1) identifying pollution, slums, bad housing, poverty, crime, high energy costs, beach erosion, and poor drainage as urban problems; and

(2) writing an essay on one of these problems as it relates to Jacksonville, explaining what kind of community or government action has been instituted to help combat the problem.

7.7 Students will demonstrate knowledge concerning the future outlook and growth of Jacksonville by:

(1) explaining that consolidated government has been successful in centralizing resources and action to provide programs that will improve city life;

(2) selecting that the school system (one of the twenty largest in student population in the nation) is fully accredited;

(3) identifying whether or not there has been an increase in the average number of school years completed using 1970 and 1980 census data;

(4) identifying the south-southwest as the direction in which Jacksonville has sustained the most growth;

(5) identifying the Jacksonville Urban Planning Board as a group of salaried city planners that make recommendations to the City Council concerning future growth and needed improvements in the area; and

(6) selecting that in the opinion of Melvin P. Reid, an industrial psychologist, Jacksonville in the 1980's will sustain major growth, due to the facts that more is being done to attract major industries and the school system is improving.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
URBAN AFFAIRS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	What Is A City?	2 weeks			Florida Maps (political, desk outline). D. Goldberg, Challenges in Our Changing Urban Society (Dallas: Laidlaw Brothers, 1969). pp. 9-24. High School Geography Project, "Geography of Cities", Geography In An Urban Age: (New York: McMillan, 1967) pp. 31-46.
2.0	Geography of Cities	2 weeks			I. Cutter, et al, Urban Communities (Columbus, Ohio: Merrill, 1978) pp. 36-79.
3.0	History of Cities	3 weeks			Cutter, pp. 3-17. Goldberg, pp. 25-86.

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Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Metropolitan Areas	3 weeks	MLST		Cutter, pp. 81-111. Goldberg, pp. 135-84. News Brief, "America's Changing Suburbs", Editorial Research Reports, August 17, 1979.
5.0	City and Local Government	3 weeks	MLST		Cutter, pp. 226-69. Goldberg, pp. 126-32.
6.0	Role of the Federal Government in City Life	1 week	MLST		Goldberg, pp. 316-26.
7.0	Local Community Study (Jacksonville)	3 weeks			Chamber of Commerce, "Jacksonville" (Jacksonville: George Bartels, bi-monthly). People and Places to contact for information: Caroline Charbonnet Florida Times Union, tel. 359-4304.

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Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
					Dena Snodgrass, Jacksonville Historical Society, tel. 389-4309. Jacksonville Housing and Urban Development (HUD). Jacksonville Urban Planning Board. Riverside-Avondale Preservation, Inc., tel. 389-2449. The Roundtable for Jacksonville History, Inc., Lucy Smith, coordinator, tel. 744-3950, ext. 278. Research and Marketing Dept., Census Tract Data of Duval County (Jacksonville: Florida Publishing Co., November, 1973). Research and Marketing Dept., Current Census Data Information (1980). Walking Town Maps (downtown area and older neighborhoods of Jacksonville).

INTRODUCTION
WORLD GEOGRAPHY (AVC)

State Accreditator Number. .	0445
Course Code Number	2003
F.T.E. Category.	1.10
Instructional Level.	Standard
Report Card Abbreviation . .	W Geo AVC
Length of Course	Year
Credit	1
Grade Level.	11, 12

Prerequisites

None

Textbook(s)

Israel, Saul; Johnson, Douglas L.; & Wood, Denis, World Geography (New York: Holt, Rinehart and Winston, Inc., 1980).

Notes to Teachers

World Geography can be taught from a conceptual or regional approach. The course is so structured that the teachers will be able to use either approach.

Students will master the concepts and skills developed for World Geography (AVC) as presented in the Performance Objectives and summarized in the Course Outline. Only MLS objectives indicated with asterisks (*) will be tested on the Minimum Level Skills Test (MLST).

WORLD GEOGRAPHY (AVC)

- 1.0 Introduction to Geography
  - *1.1 Definition
  - 1.2 Kinds of Geographers
    - *1.2.1 Urban
    - 1.2.2 Cartographer
    - 1.2.3 Economic marketing

- 2.0 Tools of the Geographer
  - 2.1 Globe
    - *2.1.1 Most accurate tool
    - 2.1.2 Locate major points/parts
  - 2.2 Map projections
    - *2.2.1 Definition
    - *2.2.2 Distortions: size, shape
    - 2.2.3 Map projections

- 3.0 Map Study Skills
  - 3.1 Kinds of Maps
    - *3.1.1 Political
    - *3.1.2 Physical
    - 3.1.3 Space distribution
  - 3.2 Map Reading
    - *3.2.1 Direction
    - *3.2.2 Grid lines
    - *3.2.3 Equator/Prime Meridian
    - *3.2.4 Define: latitude, longitude
    - *3.2.5 Latitude/Longitude coordinates
    - 3.2.6 Define: scale, legend
    - *3.2.7 Scale use
    - *3.2.8 Legend use

- 4.0 Physical Features of the Earth
  - 4.1 Land Areas
  - 4.2 Water Areas
  - *4.3 Topography
    - 4.3.1 Definition
    - 4.3.2 Examples: topographic relief
  - 4.4 Climate Regions
    - *4.4.1 Weather
    - *4.4.2 Climate
    - 4.4.3 General classification
    - *4.4.4 Population distribution of climatic regions
    - 4.4.5 Specific climate regions
    - 4.4.6 Specific biomes
  - 4.5 Identify Factors of Climate
  - 4.6 Climate Determines Natural Vegetation

- 5.0 Major Physical/Political Locations
  - *5.1 Physical features
    - 5.1.1 Waterforms
    - 5.1.2 Landforms
    - 5.1.3 Rivers
  - *5.2 Major Nations

- 6.0 Cultural Regions
  - 6.1 Define Culture
  - *6.2 Define Cultural Region
  - *6.3 Locate Cultural Regions
  - 6.4 Identify Factors/Features of Cultural Regions

* Indicates Minimum Level Skills

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  - *5.2 Major Nations
- 6.0 Cultural Regions
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  - *6.2 Define Cultural Region
  - *6.3 Locate Cultural Regions
  - 6.4 Identify Factors/Features of Cultural Regions

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WORLD GEOGRAPHY (AVC)

- *6.5 Identifying Features: Specific Cultural Regions
    - 6.5.1 Anglo America: English language
    - 6.5.2 Latin America: Roman Catholic religion
    - 6.5.3 Middle East: hot, dry climate
    - 6.5.4 Orient: Mongoloid race
    - 6.5.5 Soviet cultural area: Communist governments
- 6.6 Cultural Pluralism
    - 6.6.1 Definition
    - 6.6.2 Examples
    - 6.6.3 Case study
- 6.7 Cultural Diffusion
    - *6.7.1 Definition
    - 6.7.2 Contact/Acceptance
    - 6.7.3 Ways ideas spread
    - 6.7.4 Ideas that spread
    - *6.7.5 Ideas that do not spread easily
    - 6.7.6 Cultural uniformity

7.0 Anglo-America (U.S. & Canada): A World Power Cultural Region

- 7.1 Geographic Location and Facts
    - *7.1.1 Major place locations
    - 7.1.2 Climate
    - *7.1.3 Internal river systems used for trade
    - 7.1.4 Conservation of natural resources
    - 7.1.5 Reasons for high agricultural productivity
    - *7.1.6 Manufacturing, services
    - 7.1.7 Energy problems
- 7.2 Democratic Political System
    - *7.2.1 Ideology: value individual freedom
    - 7.2.2 Background history
    - 7.2.3 Constitutional monarchy in Canada
    - *7.2.4 Define federalism
    - *7.2.5 Separation of powers
    - 7.2.6 Necessity of re-apportionment in a representative democracy
- 7.3 Capitalism: Economic Philosophy
    - *7.3.1 Define capitalism
    - 7.3.2 Government controls on U.S. economy

8.0 Soviet Cultural Area (USSR & Satellite Countries): A World Power Cultural Region

- 8.1 Geographic Locations & Facts
    - *8.1.1 Area Location of Soviet allies
    - *8.1.2 Physical and regional locations
    - *8.1.3 Major cities
    - 8.1.4 Vast amount of untapped mineral resources
    - *8.1.5 Most land unsuitable for crops
    - 8.1.6 Limited access to open seas
    - *8.1.7 Industrial use of rivers

WORLD GEOGRAPHY (AVC)

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6.5.5 Soviet cultural area: Communist governments
6.6 Cultural Pluralism
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6.6.2 Examples
6.6.3 Case study
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*8.1.5 Most land unsuitable for crops
8.1.6 Limited access to open seas
*8.1.7 Industrial use of rivers

WORLD GEOGRAPHY (AVC)

- 8.2 Totalitarian Political System
  - *8.2.1 Define totalitarian
  - 8.2.2 Ideology
  - 8.2.3 Different degrees of control
- 8.3 Soviet Political/Economic Systems: Communist/Socialist Philosophy
  - *8.3.1 Marx, Lenin primarily responsible
  - 8.3.2 G.W.F. Hegel's dialectic theory
  - 8.3.3 Marx: dialectical materialism
  - 8.3.4 Lenin changed philosophy of Marx
  - 8.3.5 USSR: more socialist than communist
  - *8.3.6 Define socialism
  - 8.3.7 Private economic activity
- 8.4 Leadership in the Soviet Union: Pre/Post Revolution
  - 8.4.1 For centuries ruled by czars
  - *8.4.2 Nicholas II: last czar
  - 8.4.3 Lenin: Civil war, NEP
  - *8.4.4 Joseph Stalin: purges, 5-year plans, occupations of Eastern Europe
  - 8.4.5 Nikita Krushchev: conflict with China, U.S. visit, Cuban missile crisis
  - 8.4.6 Leonid Brezhnev/Alexsei Kosygin

- 9.0 Developed and Underdeveloped Cultural Regions
  - *9.1 Characteristics: Developed Countries
  - *9.2 Characteristics: Underdeveloped Countries
  - 9.3 Influences on Development
  - 9.4 Location: Developed Countries
  - 9.5 Location: Underdeveloped Countries
  - 9.6 Reasons for Development

- 10.0 Urban Geography
  - 10.1 Define Urban Life
  - 10.2 Factors Influencing Location
  - 10.3 Urban Land Use
    - 10.3.1 General classification
    - 10.3.2 Residential land use
    - 10.3.3 Need for urban planning, zoning
  - 10.4 Define Megalopolis
  - 10.5 Urban Problems

PERFORMANCE OBJECTIVES
WORLD GEOGRAPHY (AVC)

World Geography correlates the physical features of the world with people and their cultural environment. Meeting the state requirement of AVC, it analyzes the environmental influences on the development of democratic and totalitarian institutions. Integrated within the content are concepts from other social science disciplines such as sociology, history, and economics. Successful completion of this course is based on teacher judgement and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to Geography

*1.1 Students will identify the definition of geography as the study of the physical features of the earth and its people.

1.2 Students will demonstrate knowledge of the kinds of geographers by:

(1) identifying a word phrase that best describes an urban geographer;

*(2) identifying the definition of a cartographer as a map maker; and

(3) identifying a word phrase that best describes an economic or marketing geographer.

2.0 Tools of the Geographer

2.1 Students will demonstrate knowledge of a globe by:

*(1) defining the globe as the only true representation of the earth; and

(2) locating the equator, Prime Meridian, North Pole, South Pole, International Date Line, and Western Hemisphere on a globe.

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* Indicates Minimum Level Skills

2.2 Students will demonstrate knowledge of map projection by:

*(1) identifying the definition of map projection as putting a portion of the earth on a flat surface;

*(2) identifying that map projections will distort the size or shape of land and water areas on the earth's surface; and

(3) contrasting a Mercator map projection with an equal area or interrupted map projection.

3.0 Map Study Skills

3.1. Students will demonstrate knowledge of kinds of maps by:

*(1) identifying a political map as a map that shows the location of nations, states, and dependencies;

*(2) identifying a word phrase that describes a physical map as a map that shows elevation, land, and water forms; and

(3) coloring or drawing symbols on an outline map to indicate population distribution, per capita income, or economic activity of a given area.

3.2 Students will demonstrate knowledge of map reading by:

*(1) identifying from a group of four compass roses, the one that is labeled in the generally accepted manner as to primary direction (north, south, east, west);

*(2) identifying east-west lines running parallel to the equator as parallels of latitude and lines that pass through the North and South poles as meridians of longitude;

*(3) identifying that the equator is at 0° latitude and the Prime Meridian is at 0° longitude;

*(4) identifying a definition of latitude as a means of measuring distance north and south of the equator and identifying a definition of longitude as a means of measuring distance east and west of the Prime Meridian;

*(5) identifying approximate latitude and longitude coordinates of at least three specific locations on a map;

(6) identifying the definition of scale and legend;

*(7) using the scale to determine approximate distances from one place location to another on a map; and

*(8) using the legend to determine the meaning of at least two symbols on a map.

4.0 Physical Features of the Earth

4.1 Students will identify word phrases that best describe continents, peninsulas, and islands as land areas.

4.2 On a world map students will identify lakes, straits, canals, rivers, gulfs, bays, and the four major oceans.

*4.3 Students will demonstrate a knowledge of topography by:

(1) identifying topography as the study of the physical features of an area; and

(2) identifying plains, plateaus, hills, and mountains as examples of topographic relief.

4.4 Students will demonstrate knowledge of climatic regions by:

*(1) identifying a definition of weather as the daily state of the atmosphere with respect to heat or cold, wetness or dryness, calm or storm, clearness or cloudiness;

*(2) identifying a definition of climate as the average condition of the atmosphere (temperature, wind velocity, precipitation) in a particular area over a period of years;

(3) naming three general classifications of climate in regions of the world as high, middle, and low latitudes;

*(4) identifying high latitudes as the general climate region where the fewest of the world's people live;

(5) listing and locating on a world map the specific climate regions (tropical, humid subtropical, Mediterranean, temperate or intermediate, taiga, tundra); and

(6) identifying a biome and locating a specific biome (tropical, midlatitude, boreal zone, Mediterranean, Savanna, dry, tundra, polar, highland).

4.5 Students will explain what factor(s) (latitude, position on continent, altitude, ocean and wind currents) could be responsible for the climatic conditions of specific areas such as the Sahara Desert, the Eastern Coastal Plain of the United States, or Southeast Asia.

4.6 Students will explain that climatic conditions will determine the natural vegetation of an area.

5.0 Major Physical and Political Locations

*5.1 Students will demonstrate knowledge of major physical features of the earth by:

(1) locating on a world map the following water forms: Mediterranean Sea, North Sea, Caribbean Sea, South China Sea, and Persian Gulf;

(2) locating on a world map the following landforms: Himalayan Mountains, the Alps, Rocky Mountains, Andes Mountains, and Sahara Desert; and

(3) locating on a world map the following rivers: Mississippi, Amazon, Zaire River (Congo), and Nile.

*5.2 Students will locate on a world map the following nations: United States, Soviet Union, China, Brazil, India, Japan, Canada, and Great Britain.

6.0 Cultural Regions

6.1 Students will identify the definition of culture as a peoples' way of life.

*6.2 Students will identify the definition of cultural regions as areas in the world with similar life styles or geographic features.

*6.3 Students will locate on a world map the cultural regions of: Anglo-America, Latin America, Sub-Sahara Africa, Soviet Cultural Area, & Middle East.

6.4 Students will list five features or factors that could be used when identifying cultural regions (language, religion, race, ethnic background, traditions, government, physical geography, economic activity, history, economic development).

*6.5 Students will demonstrate knowledge of like features in cultural regions by:

(1) selecting the English language as one universal cultural feature of Anglo-America;

(2) naming the Roman Catholic religion as a dominant cultural feature of Latin America;

(3) identifying that its hot, dry climate is a dominant feature of the Middle Eastern cultural region;

(4) identifying the Mongoloid racial type as a dominant cultural feature of the Orient; and

(5) identifying the dominant cultural feature of the Soviet cultural area as its totalitarian political system.

6.6 Students will demonstrate knowledge of cultural pluralism by:

(1) identifying a definition of cultural pluralism as two or more distinctive cultures living in the same area or within the same political boundary;

(2) identifying two different cultures that live within Canada and the United States; and

(3) generating a hypothetical case study of a fictitious country with cultural pluralism (two different cultures), and listing possible reasons why these two cultures may or may not be in conflict.

6.7 Students will demonstrate knowledge of cultural diffusion by:

*(1) defining cultural diffusion as ideas from one culture spreading to other cultures;

(2) explaining that in order for an idea to spread there must be contact with the idea and the people must accept it;

(3) identifying one way in which ideas spread from one culture to another (mass media, transportation, international cultural exchange, Olympics);

(4) labeling sports, food, clothing, technological developments, and music as ideas that could spread easily from one culture to another;

*(5) labeling religious philosophy, political philosophy, and social traditions as ideas that would not spread easily from one culture to another; and

(6) selecting one example of cultural uniformity in the world.

7.0 Anglo-America (United States, Canada): A World Power Cultural Region

7.1 Students will demonstrate knowledge of geographic location and facts of Anglo-America by:

*(1) locating the following place locations on a map of North America: Rocky Mountains, Appalachian Mountains, Great Plains, St. Lawrence Seaway, Hudson Bay, Mississippi River, Ohio River, Columbia River, Rio Grande River, Bering Strait, Gulf of Mexico, Vancouver Island; and major cities (New York, Washington, D.C., Boston, Atlanta, Houston, Chicago, Seattle, Los Angeles, Montreal, Ottawa);

(2) identifying that most of Anglo-America is in the middle latitudes;

*(3) identifying the St. Lawrence Seaway and the Mississippi River as internal river systems in North America used for transportation of manufactured goods;

(4) giving examples of conservation practices in relation to land (soil), water, timber, or minerals used in the United States;

(5) stating two reasons farm productivity remains high, (large farm cooperatives, improved machinery, advanced farm technology) although the number of farms and farmers continues to decrease in the United States;

*(6) identifying that manufacturing and service industries are the economic activities which employ the majority of the people in Anglo-America; and

(7) selecting possible conservation practices that citizens could pursue and possible energy source alternatives that could be used in the future to provide solutions to the energy crisis in the United States.

7.2 Students will demonstrate knowledge of the democratic political system in the United States and Canada by:

*(1) naming individual freedom as the basic ideology responsible for democratic political systems;

(2) listing at least one contribution from history to the idea of democracy (Athens, Greece, English Bill of Rights, John Locke's Social Contract Theory);

(3) identifying the type of government in Canada;

*(4) identifying a definition of federalism as the division of power between the national government and the decentralized parts (states or provinces);

*(5) identifying the purpose of separation of powers in a democratic political system as a means of preventing any one branch of government from becoming too powerful; and

(6) explaining why re-apportionment of legislative bodies is a very necessary process in a representative democracy.

7.3 Students will demonstrate knowledge of capitalism as the economic philosophy of Anglo-America by:

*(1) identifying capitalism as an economic system in which people engage in free private enterprise; and

(2) listing regulation of public utilities, farm subsidies, and price ceilings as examples of government controls on the free economy of the United States.

8.0 Soviet Cultural Area (Soviet Union and Satellite Countries): A World Power Cultural Region

8.1 Students will demonstrate knowledge of geographic location and facts of the Soviet Union by:

*(1) selecting the European area on a map of Eurasia where countries allied with the Soviet Union are located;

*(2) selecting on a map of Eurasia the location of the Baltic Sea, Black Sea, Caspian Sea, Ural Mountains, Volga River, steppe, tundra, Ukraine, and Siberia;

*(3) locating major Soviet cities (Moscow, Leningrad, Vladivostok), when given a map of Eurasia;

(4) describing the Soviet Union as a region with a vast amount of untapped mineral resources;

*(5) identifying most of the land in the Soviet Union as not suitable for crop production;

(6) explaining that the Soviet Union has limited access to open seas and identifying the water route used by Soviet ships to get from the Port of Odessa to the Mediterranean Sea; and

*(7) identifying transportation of raw materials and hydroelectric power as industrial uses of rivers in the Soviet Union.

8.2 Students will demonstrate knowledge of the totalitarian system of government in the Soviet Union by:

*(1) defining a totalitarian political system as one in which there is total control by the government over the people's way of life;

(2) explaining that the people in communist countries are taught to value group security through government control and totalitarian political systems; and

(3) analyzing, by degree of political control, information on the political activities in the Soviet Union, Yugoslavia, and Algeria in order to determine where these countries should be placed on a political spectrum.

8.3 Students will demonstrate knowledge of the philosophies that influenced the political and economic systems in the Soviet Union by:

*(1) identifying Marx and Lenin as the two men primarily responsible for the communist/socialist system in the Soviet Union;

(2) explaining G.W.F. Hegel's theory of the dialectic (thesis, antithesis, synthesis) using an example from history;

(3) selecting word phrases that best explain Marx's theory of dialectical materialism;

(4) identifying one way Lenin changed the philosophy of Marx to fit the conditions in pre-revolutionary Russia;

(5) explaining that the Soviet Union insists that it is still in a stage of socialism and is in the process of evolving into a pure communist state;

*(6) defining socialism as a system of government in which the government owns and operates the basic means of production; and

(7) explaining that in most communist/socialist countries there is some degree of private ownership or operation of businesses, industries, or farms.

8.4 Students will demonstrate knowledge of leadership in the Soviet Union before and after the Revolution by:

(1) explaining that for centuries before the Revolution Russia was ruled by czars;

*(2) identifying Nicholas II as the last of the czars who ruled Russia;

(3) identifying the relationship of Lenin to war communism (civil war) and the New Economic Policy;

*(4) identifying purges, occupation of Eastern Europe, and the 5-year Plan as the programs of Joseph Stalin;

(5) describing Nikita Khrushchev and his relationship to the conflict with China, visit to the United States, and the Cuban Missile Crisis; and

(6) identifying that from 1964 to 1980 the leadership in the Soviet Union has been split between Leonid Brezhnev as the First Secretary of the Communist Party and President, and Alexsei Kosygin as the Premier.

9.0 Developed and Underdeveloped Cultural Regions

*9.1 Students will list high per capita income, industrial economies, advanced technology, high calorie consumption, and low death rates as characteristics of developed countries in the world.

*9.2 Students will list low per capita income, agricultural (subsistence level) economies, one crop economies, and high birth and death rates as characteristics of underdeveloped countries in the world.

9.3 Students will explain that cultural and economic factors influence the development of a country, and give an example of each in relation to a specified country.

9.4 Students will locate the following developed areas or countries on a world map: United States, Canada, Western Europe, Soviet Union, Israel, Japan, Australia, New Zealand, and the Republic of South Africa.

9.5 Students will locate the following underdeveloped areas or countries on a world map: most of Africa, most of Latin America, India, Southeast Asia, and most of the Middle East.

9.6 Students will list three reasons countries begin to develop economically (financial aid, technological assistance, more exports, development of valuable mineral resources, oil, investment of capital).

10.0 Urban Geography

10.1 Students will identify a definition of urban life as city life.

10.2 Students will identify room for expansion, availability of natural resources, and access to means of transportation as factors that influence location and growth of cities.

10.3 Students will demonstrate knowledge of urban land use by:

(1) naming public, residential, commercial, and manufacturing as specific land uses;

(2) identifying residential as the urban land use that takes up most space in the city; and

(3) identifying one need for urban planning or zoning in a city.

10.4 Students will identify a definition of megalopolis as a densely populated region including several large cities.

10.5 Students will identify overcrowding, urban renewal, transportation, traffic, crime, pollution, health, and sanitation as problems that cities around the world have in common.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
WORLD GEOGRAPHY (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction to Geography	1 week	MLST		Preston James, Wide World: A Geography (New York: The McMillan Company, 1967), pp. 5-10, 673.
2.0	Tools of the Geographer	2 weeks	MLST	Saul Israel, et al, World Geography Today (New York: Holt, Rinehart & Winston, 1980) pp. 37-43.	Globe(s); Examples of wall and desk map projection.
3.0	Map Study Skills	4 weeks	MLST	Israel, pp. 7, 37-43.	Wall maps (political and physical); Desk outline maps.
4.0	Physical Features of the Earth	5 weeks	MLST	Israel, pp. 10-28.	
5.0	Major Physical and Political Locations	2 weeks	MLST	Israel, pp. 1, 46-47, 64-65, 202-03, 254-55.	Wall maps (political and physical); Atlases; Desk outline maps.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
WORLD GEOGRAPHY (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	Cultural Regions	6 weeks	MLST	Israel, pp. 29-36.	
7.0	Anglo America: A World Power Cultural Region	5 weeks	MLST	Israel, pp. 400-88, 490-518.	Edwin Fenton and A. N. Penna, Comparative Political Systems (New York: Holt, Rinehart & Winston, 1973) pp. 88-108. Stephen B. Jones and M. F. Murphy, Geography and World Affairs (New York: Rand McNally, 1976), pp. 84-161.
8.0	Soviet Cultural Area (USSR & Satellite Countries): A World Power Cultural Region	5 weeks	MLST	Israel, pp. 122-62.	H. D. Mehlinger, The Story of Totalitarianism (National Council for the Social Studies, 1968), pp. 1-23. "Russia", Multi Media Kit (New York: Nystrom, 1974).

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS
WORLD GEOGRAPHY (AVC)

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
9.0	Developed & Under-developed Cultural Regions	4 weeks	MLST	Israel, pp. 511-18.	
10.0	Urban Grography	4 weeks			James, pp. 661-67. High School Geography Project, Geography in an Urban Age: Geography of Cities (New York: The McMillan Company, 1969).

INTRODUCTION
WORLD HISTORY (AVC)

State Accreditator Number. .	0414
Course Code Number	1902
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . .	World Hist AVC
Length of Course	Year
Credit	1
Grade Level.	11, 12

Prerequisites

American History and Institutions II

Textbook(s)

Mazour, Anatole G. and Peoples, John M., Men and Nations (New York: Harcourt Brace Jovanovich, Inc., 1975).

Notes to Teachers

Students will master the concepts and skills developed for World History (AVC) as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

Supplementary Materials

Men and Nations - Teacher's Manual and Guide to Source Materials follows the organization of the textbook. Designed to give specific help in the day to day planning of lessons, it also contains the answer materials to the study questions in the textbook and the test booklet.

Workbook to Accompany Men and Nations provides various activities to reinforce the learning of world history. A Teacher's Edition of the workbook is also available.

Tests for use with Men and Nations
Midterm and final exams are also provided.

WORLD HISTORY

- 1.0 Use of Historical Maps
  - *1.1 Eastern Hemisphere
    - 1.1.1 Continents/Oceans
    - 1.1.2 Early civilizations
  - *1.2 Legends
    - 1.2.1 Specific facts
    - 1.2.2 Type of information
  - 1.3 Mapwork
- 2.0 Use of Dating/Chronological Order
  - 2.1 Terms
    - *2.1.1 Chronological
    - 2.1.2 Era
    - *2.1.3 B.C./A.D.
    - 2.1.4 Century
    - 2.1.5 Prehistory/History
  - *2.2 Century/Year Designation
- 3.0 Development of Civilization
  - 3.1 Prehistoric Humans
    - *3.1.1 Characteristics
    - 3.1.2 Cro-Magnon/Neanderthal
  - 3.2 Development
    - *3.2.1 Definition:
    - 3.2.2 Characteristics
    - *3.2.3 Writing forms
    - *3.2.4 Water form
  - 3.3 Neolithic Revolution
    - *3.3.1 Definition
    - 3.3.2 Importance
  - 3.4 Egyptian Civilization
    - 3.4.1 Nile River
    - 3.4.2 Pharaoh
    - *3.4.3 Definitions: polytheism, monotheism, immorality
    - 3.4.4 Culture
  - 3.5 Effects of Geographical Differences: Nile River Valley, Mesopotamian River Valley
  - 3.6 Sumerian Civilization
    - 3.6.1 Definition: city-state government
    - 3.6.2 Contributions
  - 3.7 Fertile Crescent Empires
    - *3.7.1 Definition: Hammurabi's code
    - 3.7.2 Hittites
    - 3.7.3 Assyrian government
    - 3.7.4 Comparison: Assyrian, Persian government
  - 3.8 Phoenician Civilization
    - 3.8.1 Commerce
    - 3.8.2 Role of commerce
  - 3.9 Hebrew Civilization
    - *3.9.1 Definition: ethical monotheism
    - *3.9.2 Judaism
    - 3.9.3 Comparison: Mosaic law, Hammurabi's code
  - 3.10 Indian Civilization
    - 3.10.1 Geography
    - 3.10.2 Ancient sites
    - 3.10.3 Vedic religion
    - 3.10.4 Comparison: Indus River Valley people Aryan invaders
  - 3.11 Chinese Civilization
    - 3.11.1 Effect of geography
    - 3.11.2 Dynasties: rise, fall
    - 3.11.3 Writing form
- 4.0 Greek Civilization
  - 4.1 Early Greek City-State
    - *4.1.1 Definition
    - 4.1.2 Political development
    - *4.1.3 Athens/Sparta

WORLD HISTORY

- 4.2 Spartan Society
  - 4.2.1 Structure
  - 4.2.2 Characteristics
- 4.3 Athenian Society
  - 4.3.1 Classes
  - 4.3.2 Democratic
  - 4.3.3 Theory/Practice of democracy
- 4.4 Persian Wars
- 4.5 Conquest of Greece
  - 4.5.1 Philip of Macedon
  - *4.5.2 Alexander the Great
- 4.6 Cultural Contributions
  - *4.6.1 Golden Age
  - 4.6.2 Architecture
  - 4.6.3 Art
  - *4.6.4 Socrates/Plato/Aristotle
  - 4.6.5 Drama
  - 4.6.6 Epics
  - 4.6.7 Hellenic/Hellenistic Age

5.0 Roman Civilization

- 5.1 Roman Republic
  - *5.1.1 Definition: republic
  - 5.1.2 Mapwork
  - 5.1.3 Punic Wars
  - 5.1.4 Decline
  - 5.1.5 Reforms: Julius Caesar
- *5.2 Roman Empire
  - 5.2.1 Augustus Caesar
  - 5.2.2 Pax Romana
- 5.3 Cultural Contributions
  - 5.3.1 Engineering/Architecture
  - *5.3.2 Latin
  - 5.3.3 Roman law

- 5.4 Development of Christianity
  - *5.4.1 Jesus Christ
  - 5.4.2 Basic teachings
  - *5.4.3. Expansion
  - 5.4.4 Constantine/Theodosius

- 5.5 Roman Empire: decline, fall
  - 5.5.1 Individual causes
  - 5.5.2 Interacting forces

6.0 Civilizations of India/China

- 6.1 Indian Civilization
  - 6.1.1 Epics
  - *6.1.2 Definition: caste system
  - 6.1.3 Hinduism
  - *6.1.4 Definition: reincarnation
  - 6.1.5 Comparison: Hinduism/Buddhism
  - 6.1.6 Gupta rule
- 6.2 Chinese Civilization
  - *6.2.1 Confucius
  - 6.2.2 Comparison: Confucianism, Taoism

7.0 The Medieval Period

- 7.1 Early Medieval Period
  - *7.1.1 Definition: Dark Ages
  - 7.1.2 Charlemagne
  - 7.1.3 Feudalism
  - *7.1.4 Relationship: lord, vassal
  - *7.1.5 Manor
  - 7.1.6 Church roles
  - 7.1.7 Political rivalry: king, nobility
  - *7.1.8 Definition: common law
  - *7.1.9 Magna Carta
  - 7.1.10 Conflict: Holy Roman Emperor, pope
- 7.2 Late Medieval Period
  - 7.2.1 Results: crusades
  - 7.2.2 Revival: trade, towns

WORLD HISTORY

- 7.2.3 Capitalistic investments
- 7.2.4 Guild system: functions
- *7.2.5 Definition: bourgeois
- 7.2.6 Middle class: development
- 7.2.7 Cultural contributions
- *7.2.8 Definition: nationalism
- 7.2.9 England: Hundred Years' War, War of Roses
- 7.2.10 France: Hundred Years' War, War of Roses
- 7.2.11 Church: decline

8.0 Beyond Europe's Borders

- 8.1 Byzantine Empire
    - 8.1.1 Christian church: division
    - *8.1.2 Contribution
- 8.2 Rise of Moslem Empire
    - *8.2.1 Mohammed
    - 8.2.2 Islamic religion
    - 8.2.3 Contributions
- 8.3 Sub-Saharan African Kingdoms
- 8.4 Russian Independence
- 8.5 Moslem Invasions/India
- *8.6 Contributions of China
- 8.7 Japanese Feudalism

9.0 Emergence of Modern Europe

- 9.1 Renaissance
    - 9.1.1 Definition
    - 9.1.2 Humanism: characteristics
    - *9.1.3 Leonardo da Vinci
    - 9.1.4 Cultural contributions
    - *9.1.5 Modern science
- 9.2 Reformation
    - *9.2.1 Definition
    - *9.2.2 Martin Luther
    - 9.2.3 Anglican religion
    - 9.2.4 Catholic Counter-Reformation
- 9.3 Age of Exploration
    - *9.3.1 Reasons
    - *9.3.2 Contributions: Prince Henry, Columbus, Magellan
    - 9.3.3 Mapwork
    - 9.3.4 Definition: Commercial Revolution
    - *9.3.5 Definition: mercantilism

10.0 The Modern Era

- 10.1 Competition among European Monarchs
    - 10.1.1 Spain
    - 10.1.2 Thirty Years' War
    - *10.1.3 Definition: divine right monarchy
    - 10.1.4 Louis XIV
    - 10.1.5 Peter the Great/ Catherine the Great
    - 10.1.6 Austria/Prussia
- 10.2 Political Changes in England
    - 10.2.1 English civil war
    - 10.2.2 Stuart monarchy: restoration
    - *10.2.3 Glorious Revolution
    - 10.2.4 English Bill of Rights
    - *10.2.5 Definition: limited constitutional monarchy

WORLD HISTORY

- 10.3 Enlightenment
  - *10.3.1 Characteristics
  - 10.3.2 Hobbes/Locke
  - 10.3.3 Montesquieu/Rousseau/Voltaire
  - *10.3.4 Definition: enlightened despot
  - 10.3.5 United States
- 10.4 French Revolution/Age of Napoleon
  - 10.4.1 Causes: French Revolution
  - *10.4.2 Definition: coup d'etat
  - 10.4.3 Mapwork
- 10.5 Age of Metternich
  - 10.5.1 Congress of Vienna
  - *10.5.2 Definition: "balance of power"
  - 10.5.3 Metternich system
  - 10.5.4 Revolts: Latin America
  - 10.5.5 Monroe Doctrine
- 10.6 Industrial Revolution
  - *10.6.1 Definition
  - 10.6.2 England
  - *10.6.3 Definition: proletariat
  - 10.6.4 Social ills
  - *10.6.5 Definition: socialism
  - *10.6.6 Definition: "laissez-faire"
  - 10.6.7 "Scientific socialism"
  - *10.6.8 Definition: communism
- 10.7 France in the 19th Century
  - 10.7.1 Rulers
  - 10.7.2 Franco-Prussian War
  - 10.7.3 Third Republic
- 10.8 Unification of Germany
  - *10.8.1 Otto von Bismarck
  - 10.8.2 Wars
  - 10.8.3 Government: German Empire
- 10.9 Unification of Italy
  - 10.9.1 Camillo Benso di Cavour
  - 10.9.2 Events
- 10.10 Dual Monarchy: Austria-Hungary
- 10.11 Ottoman Empire: Decline
- 10.12 Russia in the 19th Century
  - 10.12.1 Problems
  - 10.12.2 Alexander II
  - 10.12.3 Radical movements
  - 10.12.4 Russo-Japanese War
  - 10.12.5 Revolution of 1905
- 10.13 Democracy in Britain
  - 10.13.1 Voting restrictions
  - 10.13.2 Reform Bill of 1832
  - 10.13.3 House of Lords
- 10.14 Age of Imperialism
  - *10.14.1 Definition
  - 10.14.2 Definitions: colony, protectorate, sphere of influence
  - 10.14.3 Motives
  - 10.14.4 Mapwork: African colonies
  - 10.14.5 Colonial rivalries
  - 10.14.6 Indian nationalism
  - 10.14.7 Japan
  - 10.14.8 China
  - 10.14.9 Southeast Asia
  - 10.14.10 Latin America

11.0 Major Events of the Twentieth Century

- 11.1 World War I
  - *11.1.1 Causes
  - 11.1.2 "Balkan powder keg"

WORLD HISTORY

- 11.1.3 Definition: "War of Attrition"
- 11.1.4 United States' involvement
- 11.1.5 Wilson's Fourteen Points.
- *11.1.6 Treaty of Versailles
- *11.1.7 League of Nations
- 11.1.8 Mapwork

- 11.2 Democracy after World War I
  - 11.2.1 France
  - 11.2.2 British Empire
  - 11.2.3 Eastern Europe/Asia
  - 11.2.4 Great Depression
- 11.3 Rise of Totalitarian

  - 11.3.1 Russian Revolution, 1917
  - 11.3.2 New Economic Policy
  - 11.3.3 Stalin's policies
  - 11.3.4 Comparison: Communism, Fascism
  - 11.3.5 Mussolini
  - 11.3.6 Hitler
  - 11.3.7 Nazi Germany
- 11.4 Prelude to World War II
  - 11.4.1 Japan
  - 11.4.2 Italy
  - 11.4.3 Spanish Civil War
  - 11.4.4 Definition: Anschluss
  - 11.4.5 Munich conference
  - 11.4.6 Poland
- 11.5 World War II
  - 11.5.1 "Blitzkreig"
  - 11.5.2 Battle of Britain
  - 11.5.3 Invasion of Soviet Union
  - 11.5.4 United States' entry
  - 11.5.5 Definition: "New Order," "Final Solution"
  - 11.5.6 Axis Powers: defeat

12.0 The Changing World Since 1945

- 12.1 United Nations
- 12.2 Post-World War II Europe
  - 12.2.1 Definition: Cold War
  - 12.2.2 Treaties
  - 12.2.3 Truman doctrine
  - 12.2.4 Marshal Plan
  - 12.2.5 European economic cooperation
  - 12.2.6 Mapwork
  - 12.2.7 Detente
- 12.3 Africa/Middle East
  - 12.3.1 Problems: Africa
  - 12.3.2 Suez Canal crisis
  - 12.3.3 Israel
- 12.4 Eastern Asia
  - 12.4.1 India
  - 12.4.2 Sino-Soviet conflict
  - 12.4.3 Korean War
  - 12.4.4 Vietnam
- 12.5 Western Hemisphere
  - 12.5.1 Latin America
  - 12.5.2 United States
  - 12.5.3 Atomic Age: United States
  - 12.5.4 "Space Age"

13.0 The Growth of Science and Technology (Optional)

- 13.1 Advances in Pure Science
  - 13.1.1 Atomic Theory
  - 13.1.2 Ernest Rutherford
  - 13.1.3 Albert Einstein
  - 13.1.4 Charles Darwin
  - 13.1.5 Gregor Mendel
- 13.2 Development of Social Sciences
  - 13.2.1 Social Darwinism
  - 13.2.2 Ivan Pavlov
  - 13.2.3 Sigmund Freud

WORLD HISTORY

- 13.3 Application of Science to Industrial Problems
    - 13.3.1 New sources of power
    - 13.3.2 Communication/Transportation
- 13.4 Growth of Business
    - 13.4.1 Definition: mass production
    - 13.4.2 Corporation
    - 13.4.3 New business organizations
- 13.5 Effects of Modern Industrialization
    - 13.5.1 Communication
    - 13.5.2 Industrial growth
    - 13.5.3 International trade
    - 13.5.4 Medical advances
    - 13.5.5 Urbanization
    - 13.5.6 Women
    - 13.5.7 Religion/Philosophy
    - 13.5.8 Literature/Music/Art/Architecture

PERFORMANCE OBJECTIVES
WORLD HISTORY (AVC)

This is an elective course which meets the state AVC requirement for graduation. It is designed to provide both an understanding and appreciation of the present in terms of the past. This course focuses on world civilization from ancient to modern times, including a comparative study of world economic, political, social, and religious institutions. Successful completion of this course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Use of Historical Maps

*1.1 Students will identify (1) any one of the continents and oceans and (2) any one of the four centers of early civilization.

*1.2 Students will identify (1) specific facts and (2) the type of information shown from the legend of any historical map.

1.3 Students will prepare a legend and label a map to correctly show specified historical information.

2.0 Use of Dating and Chronological Order

2.1 Students will demonstrate comprehension of basic terms used in dating by:

*(1) defining chronological as the order of time;

(2) defining era;

*(3) defining B.C. or A.D.;

---

*Indicates Minimum Level Skills.

(4) defining century; and

(5) distinguishing between prehistory and history.

*2.2 Students will convert century designations (B.C. or A.D.) into year designations.

3.0 Development of Civilization

3.1 Students will describe Prehistoric humans by:

*(1) identifying the characteristics which make humans superior to other animals as erect posture, speaking, large brain, opposable thumb; and

(2) comparing Cro-Magnon humans with Neanderthal humans.

3.2 Students will demonstrate knowledge of the development of civilization by:

*(1) defining civilization as the development of advanced forms of culture;

(2) identifying the development of culture, group living, division of labor, and intellectual achievements as characteristics of a civilization;

*(3) identifying hieroglyphics or cuneiform as early forms of writing; and

*(4) identifying rivers as the water form near which early civilizations developed.

3.3 Students will demonstrate comprehension of the Neolithic Revolution by:

*(1) defining Neolithic Revolution; and

(2) explaining the importance of the development of farming and the production of an economic surplus.

3.4 Students will demonstrate comprehension of the Neolithic civilization by:

(1) explaining the importance of the Nile River;

(2) describing the role of the pharaoh in a pyramidal social system;

*(3) defining polytheism as a belief in many gods, monotheism as a belief in one god and immortality as life after death; and

(4) describing one characteristic of Egyptian culture in the areas of architecture and science.

3.5 Students will explain the effect that geographic differences had on the Nile River Valley and Mesopotamian River Valley civilizations.

3.6 Students will demonstrate knowledge of the Sumerian civilization by:

(1) defining city-state government; and

(2) listing two examples of Sumerian contributions to civilization.

3.7 Students will describe the Fertile Crescent Empires by:

*(1) defining the Code of Hammurabi as one of the earliest codes of law;

(2) identifying the Hittites as the first people to use iron weapons;

(3) outlining the features of the Assyrian government; and

(4) comparing the features of imperial administration of the Assyrian and Persian Empires.

3.8 Students will describe the Phoenician civilization by:

(1) identifying commerce as creating a need for a more efficient system of writing; and

(2) explaining the role of commerce in spreading the alphabet throughout the Mediterranean world.

3.9 Students will demonstrate knowledge of the Hebrew civilization by:

*(1) defining ethical monotheism;

*(2) identifying Judaism as the religion of the Hebrews; and

(3) describing the difference between Mosaic law and the code of Hammurabi.

3.10 Students will demonstrate comprehension of Indian civilizations by:

(1) describing the geography of India;

(2) identifying Harappa and Mohenjo-Daro as ancient sites in Indus Valley civilizations;

(3) describing the developments of the early Vedic religion; and

(4) summarizing the differences between the early Indus Valley people and the Aryan invaders.

3.11 Students will demonstrate knowledge of the development of Chinese civilization by:

(1) describing the effect of China's geography on her history;

(2) identifying land ownership as the major problem associated with the recurrent pattern in the rise and fall of Chinese dynasties; and

(3) identifying the Chinese as having developed an original written language.

4.0 Greek Civilization

4.1 Students will demonstrate knowledge of the early Greek city-state by:

*(1) defining city-state;

(2) outlining the political development of the city-state; and

*(3) identifying Athens and Sparta as the two major Greek city-states.

4.2 Students will demonstrate knowledge of Spartan society by:

(1) describing the pyramidal structure of Spartan society; and

(2) identifying the totalitarian characteristics of Spartan society.

4.3 Students will demonstrate comprehension of Athenian society by:

(1) identifying the major classes in Athens;

(2) giving examples of democratic practices in Athens; and

(3) contrasting the theory of democracy with actual practice in Athens.

4.4 Students will explain the significance of the Greek victory in the Persian Wars for Western civilization.

4.5 Students will demonstrate knowledge of the conquest of Greece by identifying:

(1) Philip of Macedon as the original conqueror of Greece; and

*(2) Alexander the Great as the leader who did the most to spread Greek civilization to the Near East.

4.6 Students will describe the cultural contributions of the Greeks by:

*(1) identifying the Golden Age as the time period when Greek civilization was at its height;

(2) identifying the "Golden Mean" as the basic characteristic of Greek architecture;

(3) describing the three characteristics of Greek art;

*(4) identifying Socrates, Plato, or Aristotle as Hellenic philosophers;

(5) identifying the Greeks as the first people to develop the art of drama;

(6) identifying the two great epics of Greek literature; and

(7) contrasting the achievements of the Hellenic Age with the Hellenistic Age.

5.0 Roman Civilization

5.1 Students will demonstrate comprehension of the development of the Roman Republic by:

*(1) defining republic as a form of government in which power rests with all citizens who are entitled to vote;

(2) labeling on a map of the Mediterranean world the areas conquered by the Romans;

(3) summarizing the significance of the Punic Wars on the later development of the Roman Empire;

(4) listing three major problems that led to the decline of the Roman Republic; and

(5) identifying three reforms of Julius Caesar.

*5.2 Students will demonstrate knowledge of the history of the Roman Empire by:

(1) identifying Augustus Caesar as the leader recognized as the first emperor of Rome; and

(2) defining the Pax Romana as two hundred years of peace.

5.3 Students will demonstrate knowledge of the cultural contributions of the Romans by:

(1) listing two accomplishments in engineering and architecture;

*(2) identifying Latin as the parent of the modern Romance languages; and

(3) identifying Roman law as the foundation of the legal codes in most European countries.

5.4 Students will demonstrate comprehension of the development of Christianity by:

*(1) identifying Jesus Christ as the founder of the Christian religious movement;

(2) explaining the basic teachings of the early Christian church;

*(3) identifying the Romans as the people who spread Christianity to the Western world; and

(4) explaining the contributions of Constantine and Theodosius to the development of the early Christian church.

5.5 Students will demonstrate knowledge of the decline and fall of the Roman Empire by:

(1) listing the individual causes for the fall of the Roman Empire; and

(2) stating one example for each of the interacting political, economic, and social forces contributing to the decline of the Roman Empire.

6.0 Civilizations of India and China

6.1 Students will demonstrate comprehension of the Indian civilization by:

(1) identifying the two great epics of Indian literature;

*(2) defining the caste system;

(3) listing the basic principles of Hinduism;

*(4) defining reincarnation;

(5) explaining ways Buddhism differed from Hinduism; and

(6) explaining the significance of Gupta rule in India.

6.2 Students will describe the Chinese civilization by:

*(1) identifying Confucius as the most influential Chinese philosopher; and

(2) comparing and contrasting the basic philosophies of Confucianism and Taoism.

7.0 The Medieval Period

7.1 Students will demonstrate comprehension of the early medieval period by:

*(1) defining the Dark Ages;

(2) explaining the role of Charlemagne;

(3) identifying the absence of a strong central government as the reason for the development of feudalism;

*(4) describing the nature of the relationship between lord and vassal as a contract requiring duties and obligations from both;

*(5) identifying the manor as the basic economic unit of the early Middle Ages;

(6) listing examples of the political, economic, and social roles of the church in medieval life;

(7) describing the rivalry between the king and the nobility for political power in France and England;

*(8) defining common law;

*(9) identifying the significance of the Magna Carta as establishing the principle that the "king was not above the law"; and

(10) describing how the conflict between the Holy Roman Emperor and the pope hindered the unification of Germany and Italy.

7.2 Students will demonstrate comprehension of the late medieval period by:

(1) stating the results of the Crusades;

(2) describing the revival of trade and towns;

(3) stating three examples of early capitalistic investments;

(4) listing examples of social and economic functions of the guild system;

*(5) defining bourgeois;

(6) identifying the importance of the rise of the middle class;

(7) describing examples of the cultural contributions of the late Middle Ages;

*(8) defining nationalism;

(9) identifying the significance of the Hundred Years' War and the War of Roses in the development of England as a nation-state;

(10) explaining the effects of the Hundred Years' War on the development of France as a nation-state; and

(11) explaining how the Babylonian Captivity and the Great Schism contributed to the decline of temporal authority in the church.

8.0 Beyond Europe's Borders

8.1 Students will demonstrate knowledge of the Byzantine Empire by:

(1) describing the split in the Christian church in 1054; and

*(2) identifying the major contribution of the Byzantine Empire as the preservation of Roman law as found in Justinian's code.

8.2 Students will demonstrate comprehension of the rise of the Moslem Empire by:

*(1) identifying Mohammed as the founder of the Islamic religion;

(2) listing the major beliefs of the Islamic religion; and

(3) summarizing the contributions of the Moslem Empire to Western civilization.

8.3 Students will compare and contrast four sub-Saharan African kingdoms.

8.4 Students will describe how Russia achieved independence after a long period under Mongol domination.

8.5 Students will describe the Moslem invasions and their impact on India.

*8.6 Students will identify the invention of gunpowder and printing as two technological developments from China that benefited the Western world.

8.7 Students will compare feudalism in Japan with that of Western Europe.

9.0 Emergence of Modern Europe

9.1 Students will demonstrate knowledge of the Renaissance by:

(1) defining Renaissance as: a) a French word meaning "rebirth", b) a great literary and artistic movement, and c) the period of time from 1350-1600 characterized by such important developments as the invention of the printing press, the scientific revolution, and a split in the Christian church;

(2) describing the basic characteristics of Humanism;

*(3) identifying Leonardo da Vinci as the best example of the Renaissance ideal of a well-rounded man--artist musician, architect, mathematician, and scientist;

(4) describing examples of the cultural contributions of the Renaissance; and

*(5) identifying the techniques fundamental to modern science as experimentation, observation, and the use of mathematics.

9.2 Students will demonstrate knowledge of the Reformation by:

*(1) defining Reformation as the major split in the Christian church;

*(2) identifying the significance of Martin Luther;

(3) describing the establishment of the Anglican religion in England; and

(4) identifying the effects of the Jesuits and the Council of Trent on the Catholic Counter-Reformation.

9.3 Students will demonstrate knowledge of the Age of Exploration by:

*(1) identifying the two reasons for European nations exploring distant lands as the desire to gain wealth and the wish to spread Christianity;

*(2) identifying the contributions of Prince Henry, Columbus, or Magellan;

(3) designating on a world map the areas claimed by European countries;

(4) defining the Commercial Revolution as a time period of great economic changes and developments such as the increased use of money, the growth of banking, and the creation of joint-stock companies; and

*(5) defining mercantilism as an economic theory aimed at increasing a nation's wealth and power through governmental regulation of trade and industry.

10.0 The Modern Era

10.1 Students will explain competition among European monarchs by:

(1) identifying Spain as the power which dominated Europe during most of the 16th century;

(2) relating the outcome of the Thirty Years' War to the development of France;

*(3) defining divine right monarchy;

(4) describing the reign of Louis XIV;

(5) identifying the contributions of Peter the Great and Catherine the Great to the rise of Russia; and

(6) describing the development of Austria and Prussia during the 18th century.

10.2 Students will demonstrate comprehension of political changes in England by:

(1) explaining the causes of the English Civil War;

(2) describing the events leading to the restoration of the Stuart monarchy;

*(3) identifying the significance of the Glorious Revolution as establishing the supremacy of Parliament over the king;

(4) listing the provisions of the English Bill of Rights; and

*(5) defining limited constitutional monarchy as a system of government in which the powers of the king are restricted by law.

10.3 Students will describe the Enlightenment by:

*(1) identifying the major characteristics of the Enlightenment as use of the scientific method, a stress on rationalism, and a belief in the concept of natural law;

(2) contrasting the ideas of Hobbes and Locke;

(3) identifying the major political ideas of Montesquieu, Rousseau, and Voltaire;

*(4) defining an enlightened despot as a ruler concerned with the welfare of his people but retaining absolute power; and

(5) relating the effects of the Enlightenment on the creation of the United States.

10.4 Students will demonstrate knowledge of the French Revolution and the Age of Napoleon by:

(1) identifying the political, social, and economic causes of the French Revolution;

*(2) defining coup d'etat; and

(3) labeling a map of Napoleonic Europe.

10.5 Students will demonstrate knowledge of the Age of Metternich by:

(1) identifying the principles guiding the Congress of Vienna;

*(2) defining "balance of power" as a system whereby nations form an alliance to offset the swollen power of one or more rival nations;

(3) describing how the Metternich system operated in Europe;

(4) listing the reasons for the revolts in Latin America; and

(5) describing the significance of the Monroe Doctrine.

10.6 Students will demonstrate comprehension of the Industrial Revolution by:

*(1) defining Industrial Revolution as a change from the production of goods by hand tools to the production of goods by power machines;

(2) listing reasons why the Industrial Revolution began in England;

*(3) defining proletariat;

(4) describing the social ills of the early Industrial Revolution;

*(5) defining socialism as a political and economic theory in which the means of production should be owned publicly and operated for the welfare of the people;

*(6) defining "laissez faire" as an economic theory which stated that government should not interfere with the operations of business;

(7) explaining Karl Marx's theory of "scientific socialism"; and

*(8) defining communism as a radical socialistic political and economic theory characterized by a classless society and with its ultimate goal the absence of government.

10.7 Students will describe France in the 19th century by:

(1) listing in chronological order the French rulers from Charles X to Napoleon III;

(2) explaining the results of the Franco-Prussian War; and

(3) summarizing the problems of the Third Republic.

10.8 Students will demonstrate knowledge of the unification of Germany by:

*(1) identifying Otto von Bismarck as the architect of German unification;

(2) listing in chronological order the wars leading to Germany's unification; and

(3) describing the political characteristics of the German Empire.

10.9 Students will demonstrate knowledge of the unification of Italy by:

(1) identifying Count Camillo Benso di Cavour as the architect of Italian unification; and

(2) describing the events leading to Italian unification.

10.10 Students will describe the reasons for the creation of the Dual Monarchy in Austria-Hungary.

10.11 Students will explain the declining role of the Ottoman Empire in the Balkans.

10.12 Students will demonstrate knowledge of Russia in the 19th century by:

(1) describing Russia's foreign and domestic problems;

(2) listing the reforms of Alexander II;

(3) identifying the early radical movements;

(4) explaining the significance of Russia's defeat in the Russo-Japanese War; and

(5) listing the causes for the failure of the Revolution of 1905.

10.13 Students will demonstrate knowledge of the extension of democracy in Britain by:

(1) listing the major restrictions on voting in the early 19th century;

(2) describing the changes made by the Reform Bill of 1832; and

(3) listing the restrictions placed upon the House of Lords during the 19th and early 20th centuries.

10.14 Students will demonstrate knowledge of the Age of Imperialism by:

*(1) defining imperialism;

(2) defining colony, protectorate, and sphere of influence;

(3) listing the motives for imperialism;

(4) labeling on a map of Africa the colonies claimed by European countries;

(5) describing the British, French, and German clashes in Africa;

(6) describing the rise of Indian nationalism;

(7) explaining the rise of Japan as a major industrial and world power;

(8) describing the political and economic conditions of China during the 19th century;

(9) labeling on a map of Southeast Asia areas under foreign domination; and

(10) describing examples of the growing influence of the United States in Latin America.

11.0 Major Events of the Twentieth Century

11.1 Students will demonstrate knowledge of World War I by:

*(1) identifying nationalism, imperialism, militarism, and the alliance system as causes of World War I;

(2) describing "the Balkan powder keg";

(3) defining "war of attrition";

(4) listing factors which led to the entry of the United States;

(5) explaining the four major provisions of Wilson's Fourteen Points;

*(6) identifying the Treaty of Versailles as the treaty that ended World War I;

*(7) identifying the purpose of the League of Nations as maintaining world peace; and

(8) labeling a map of post-World War I Europe.

11.2 Students will describe the state of democracy after World War I by:

(1) explaining the reasons for the political and economic instability in France;

(2) summarizing the major problems of the British Empire;

(3) explaining why democracy failed in eastern Europe and Asia; and

(4) explaining the significance of the Great Depression.

11.3 Students will describe the rise of totalitarian dictatorships by:

(1) discussing the events leading to the Russian Revolution of 1917;

(2) explaining Lenin's New Economic Policy;

(3) relating Stalin's economic and political policies in the Soviet Union;

(4) comparing and contrasting communism and fascism;

(5) accounting for the conditions which paved the way for Mussolini's rise to power in Italy;

(6) accounting for the conditions which paved the way for Adolf Hitler's rise to power in Germany; and

(7) discussing Nazi Germany under Hitler.

11.4 Students will describe the prelude to World War II by:

(1) labeling on a timeline Japan's aggressions in China;

(2) discussing Italy's conquest of Ethiopia;

(3) identifying the significance of the Spanish Civil War;

(4) defining Anschluss;

(5) relating the term appeasement with the Munich conference; and

(6) summarizing the events which led to Germany's attack on Poland.

11.5 Students will describe World War II by:

(1) discussing the nature of "blitzkrieg" warfare;

(2) identifying the significance of the Battle of Britain;

(3) explaining Hitler's decision to invade the Soviet Union;

(4) identifying the event which led to the entry of the United States;

(5) defining "New Order" and "Final Solution"; and

(5) summarizing the events which led to the defeat of the Axis Powers.

12.0 The Changing World Since 1945

12.1 Students will identify the purpose, describe the organization, and evaluate the effectiveness of the United Nations in solving world problems.

12.2 Students will describe post-World War II Europe by:

(1) defining Cold War;

(2) discussing the post-war treaties;

(3) identifying the purpose of the Truman doctrine;

(4) discussing the success of the Marshall Plan;

(5) listing examples of European economic cooperation;

(6) illustrating on a map the political alignment of post-World War II Europe; and

(7) evaluating the success of détente.

12.3 Students will describe Africa and the Middle East by:

(1) identifying the major problems of the newly independent African states;

(2) discussing the role of the United Nations in the Suez Canal crisis; and

(3) explaining the events leading to the establishment of Israel.

12.4 Students will demonstrate comprehension of Eastern Asia by:

(1) describing the partitioning of India;

(2) explaining the Sino-Soviet conflict;

(3) identifying the importance of the Korean War to international relations; and

(4) listing the events leading to the Vietnam conflict.

12.5 Students will demonstrate knowledge of the Western Hemisphere by:

(1) describing economic and political conditions in Latin America;

(2) listing the domestic problems of the United States;

(3) discussing the role of the United States in the Atomic Age; and

(4) describing the "Space Age".

13.0 The Growth of Science and Technology (optional)

13.1 Students will describe advances in pure science by:

(1) identifying the atomic theory;

(2) discussing the contributions of Ernest Rutherford to physics;

(3) discussing the impact of Albert Einstein's theories;

(4) explaining Darwin's theory of evolution; and

(5) discussing the role of Gregor Mendel in the field of genetics.

13.2 Students will describel the development of the social sciences by:

(1) defining Social Darwinism;

(2) discussing Ivan Pavlov's contributions in the field of psychology; and

(3) discussing Sigmund Freud's work in the field of psychoanalysis.

13.3 Students will demonstrate knowledge of the application of science to industrial problems by:

(1) listingnew sources of power; and

(2) describing new means of communication and transportation.

13.4 Students will discuss the growth of giant business enterprise by:

(1) defining mass production;

(2) identifying the corporation as the dominant form of business organization; and

(3) listing other forms of business organization.

13.5 Students will relate the effects of modern industrialization by:

(1) summarizing the effects of increased communication;

(2) discussing the differences in world-wide industrial growth;

(3) evaluating the impact of international trade on modern nations;

(4) describing the impact of medical advancements on the development of modern society;

(5) summarizing the effects on society of the movement to the cities;

(6) describing the changes occurring in the role of women in the 20th century;

(7) discussing the impact of science on religion and philosophy; and

(8) describing the developments in literature, music, art, and architecture in the 19th and 20th centuries.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Use of Historical Maps	2 days	MLST	Anatole G. Mazour and John M. Peoples. Men and Nations (New York: Harcourt, Brace, Jovanovich, Inc., 1975), p. 12	Classroom maps, films, and filmstrips.
2.0	Use of Dating and Chronological Order	1 day	MLST	Mazour, pp. 4-15.	
3.0	Development of Civilization	2 weeks	MLST	Mazour, pp. 4-79.	Anatole G. Mazour and John M. Peoples, Men and Nations Teacher's Manual and Guide to Source Materials (New York: Harcourt, Brace, Jovanovich, Inc., 1975), pp. 12-29. Anatole G. Mazour and John M. Peoples, Workbook to Accompany Men and Nations (New York: Harcourt, Brace, Jovanovich, Inc., 1975), pp. 1-16. T. Walter Wallbank, et al., Civilization Past and Present (Tucker, Georgia: Scott, Foresman and Company, 1978), pp. 7-36, 89-95, 102-04, 360-70

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Greek Civilization	2 weeks	MLST	Mazour, pp. 80-122.	Mazour, *Teacher's Manual*, pp. 30-40. Mazour, *Workbook*, pp. 17-24. Wallbank, pp. 37-63.
5.0	Roman Civilization	2 weeks	MLST	Mazour, pp. 123-60.	Mazour, *Teacher's Manual*, pp. 41-50. Mazour, *Workbook*, pp. 25-30. Wallbank, pp. 64-88, 121-39.
6.0	Civilizations of India and China	1 week	MLST	Mazour, pp. 161-85.	Mazour, *Teacher's Manual*, pp. 51-56. Mazour, *Workbook*, pp. 31-34. Wallbank, pp. 95-115, 168-72.
7.0	The Medieval Period	2 weeks	MLST	Mazour, pp. 186-243.	Mazour, *Teacher's Manual*, pp. 57-70. Mazour, *Workbook*, pp. 41-48. Wallbank, pp. 187-262.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
8.0	Beyond Europe's Borders	1 1/2 weeks	MLST	Mazour, pp. 244-80.	Mazour, *Teacher's Manual*, pp. 71-79. Mazour, *Workbook*, pp. 49-56. Wallbank, pp. 172-86, 342-55.
9.0	Emergence of Modern Europe	2 1/2 weeks	MLST	Mazour, pp. 290-335.	Mazour, Teacher's Manual, pp. 81-90. Mazour, *Workbook*, pp. 63-70. Wallbank, pp. 281-322.
10.0	The Modern Era	9 weeks	MLST	Maxour, pp. 336-582.	Mazour, *Teacher's Manual*, pp. 91-151. Mazour, *Workbook*, pp. 71-122. Wallbank, pp. 323-41, 370-80, 387-506, 545-667.
11.0	Major Events of the Twentieth Century	5 weeks	MLST	Mazour, pp. 583-609, 662-743.	Mazour, *Teacher's Manual*, pp. 152-57, 171-90. Mazour, *Workbook*, pp. 123-26, 145-65.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	**Topic**	**Teaching Time**	**Tested on**	**County Adopted**	**Supplementary**
8.0	Beyond Europe's Borders	1 1/2 weeks	MLST	Mazour, pp. 244-80.	Mazour, Teacher's Manual, pp. 71-79. Mazour, Workbook, pp. 49-56. Wallbank, pp. 172-86, 342-55.
9.0	Emergence of Modern Europe	2 1/2 weeks	MLST	Mazour, pp. 290-335.	Mazour, Teacher's Manual, pp. 81-90. Mazour, Workbook, pp. 63-70. Wallbank, pp. 281-322.
10.0	The Modern Era	9 weeks	MLST	Maxour, pp. 336-582.	Mazour, Teacher's Manual, pp. 91-151. Mazour, Workbook, pp. 71-122. Wallbank, pp. 323-41, 370-80, 387-506, 545-667.
11.0	Major Events of the Twentieth Century	5 weeks	MLST	Mazour, pp. 583-609, 662-743.	Mazour, Teacher's Manual, pp. 152-57, 171-90. Mazour, Workbook, pp. 123-26, 145-65.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
					Wallbank, pp. 668-774.
12.0	The Changing World Since 1945	6 weeks		Mazour, pp. 744-833.	Mazour, Teacher's Manual, pp. 191-212. Mazour, Workbook, pp. 167-88. Wallbank, pp. 777-898.
13.0	Growth of Science and Technology (Optional)	2 weeks		Mazour, pp. 610-61.	Mazour, Teacher's Manual, pp. 162-70. Mazour, Workbook, pp. 131-44. Wallbank, pp. 506-44.

INTRODUCTION
WORLD HISTORY, ADVANCED (AVC)

State Accreditator Number. .	0414
Course Code Number	1901
F.T.E. Category.	1.10
Instructional Level.	Advanced
Report Card Abbreviation . .	Adv Wrld Hy AVC
Length of Course	Year
Credit	1
Grade Level.	10, 11, 12

Prerequisites

Teacher recommendation/G.P.A. 3.0

Textbook(s)

Wallbank, T. Walter, et. al., Civilization Past and Present (Tucker, Georgia: Scott, Foresman and Company, 1978).

Notes to Teachers

Students will master the concepts and skills developed for World History, Advanced (AVC) as presented in the Performance Objectives and summarized in the Course Outline. Minimum Level Skills (MLS) objectives are indicated by asterisks (*). Only MLS objectives will be tested on the Minimum Level Skills Test (MLST).

The Instructor's Resource Book to accompany Civilization Past and Present, provides a chapter-by-chapter breakdown of the book which includes both essay and multiple choice test questions. The essay questions may also be used in discussion as an alternative or supplement to lectures. Studying Civilization, a student's study guide, is also available and furnishes a valuable tool for both students and teachers to best utilize the text.

Teachers are encouraged to emphasize the social, political, and economic aspects of World History. Supplementary material has been included in the "Key to Recommended Materials".

Men and Nations provides excellent background reading for Advanced World History. This text is readily available as it is used in the Standard World History course.

The Human Adventure: Readings in World History, offers a wealth of primary and secondary historical reading selections. These readings are designed to make the study of history an exciting and meaningful experience that will help recapture the spirit of the past as well as reveal the complex nature of human development. This book can be ordered from Harcourt, Brace, and World, Inc.

32 Problems in World History is a collection of readings drawn from the accumulated literature of the world, some of which are primary sources. These readings are designed to bring to light some of the most interesting and vital problems in world history. This book can be ordered from Scott, Foresman, and Company.

WORLD HISTORY, ADVANCED (AVC)

- 1.0 Introduction to the Study of History
  - 1.1 Meaning of History
    - 1.1.1 Definition
    - 1.1.2 Oral history
    - *1.1.3 B.C./A.D.
    - 1.1.4 Century/Year designations
    - 1.1.5 Chronological time
    - 1.1.6 Time line
  - 1.2 Use of Historical Method
    - 1.2.1 Steps of inquiry
    - 1.2.2 Frame of reference
    - 1.2.3 Fact/Opinion
    - 1.2.4 Primary/Secondary sources
  - 1.3 Tools of Inquiry
    - 1.3.1 Classifying information
    - 1.3.2 Factors: frame of reference
    - 1.3.3 Examples: facts, opinions
    - *1.3.4 Examples: primary, secondary sources
  - 1.4 Use of Historical Maps
    - 1.4.1 Preparation
    - *1.4.2 Legend
    - *1.4.3 Continents/Oceans/Four centers of civilization
    - *1.4.4 European countries
    - *1.4.5 European bodies of water
    - *1.4.6 European mountain ranges
    - *1.4.7 Asian locations
    - *1.4.8 Asian bodies of water
    - 1.4.9 Western hemisphere locations
    - 1.4.10 Western hemisphere bodies of water
    - *1.4.11 African locations
  - 1.5 Man's Fundamental Needs
  - 1.6 Culture and Civilization
    - *1.6.1 Definitions
    - 1.6.2 Cultural change
    - 1.6.3 Parallel invention/Cultural lag
  - 1.7 Theories of History

- 2.0 The Development of Civilizations
  - 2.1 Prehistoric Man
    - 2.1.1 Characteristics
    - 2.1.2 Cultural ages
    - 2.1.3 Neolithic Revolution
    - 2.1.4 Social organizations
    - 2.1.5 Language families
  - 2.2 Mesopotamian Civilizations
    - 2.2.1 Writing: stages
    - *2.2.2 Cuneiform
    - 2.2.3 Site
    - 2.2.4 Sumeria: time periods
    - *2.2.5 Definition: theocracy
    - 2.2.6 Sargon I
    - 2.2.7 Code of Hammurabi
    - 2.2.8 Definition: immortality
    - 2.2.9 Mesopotamian achievements
  - 2.3 Egyptian Civilization
    - 2.3.1 Site
    - 2.3.2 Periods
    - 2.3.3 Thutmose III/Amenhotep IV/Ramses II
    - 2.3.4 Women's status
    - 2.3.5 Achievements
    - *2.3.6 Hieroglyphics
    - 2.3.7 Religious reforms: failure
    - 2.3.8 Immortality, Mesopotamian, Egyptian

* Indicates Minimum Level Skills

WORLD HISTORY, ADVANCED (AVC)

- 2.4 Hittite Civilization
  - 2.4.1 Use of iron
  - 2.4.2 Law codes: Babylonian, Hittite
- 2.5 Near East
  - 2.5.1 Phoenicians
  - 2.5.2 Arameans
  - 2.5.3 Abraham/Moses/Solomon
  - *2.5.4 Definition: ethical monotheism
  - *2.5.5 Judaism
- 2.6 Late Empires of Western Asia
  - 2.6.1 Assyrian domination
  - 2.6.2 Lydians
  - 2.6.3 Nebuchadnezzar
  - 2.6.4 Cyrus
  - 2.6.5 Persian administrative system
  - 2.6.6 Zoroastrianism
  - 2.6.7 Mapwork

3.0 Greek Civilization

- 3.1 Background
  - 3.1.1 Aegean civilizations
  - 3.1.2 Characteristics: Minoan, Mycenaean
- 3.2 Hellenic Greece
  - 3.2.1 Geography
  - *3.2.2 Definition: city-state
  - 3.2.3 City-state development
  - *3.2.4 Definition: oligarchy
  - *3.2.5 Definition: democracy
  - 3.2.6 Sparta/Athens
  - 3.2.7 Persian Wars
  - 3.2.8 Athenian democracy
  - 3.2.9 Peloponnesian War
  - 3.2.10 Philip of Macedon
  - 3.2.11 Greek character
  - *3.2.12 Socrates/Plato/Aristotle
  - 3.2.13 Cultural contributions
- 3.3 Hellenistic Age
  - *3.3.1 Alexander the Great
  - 3.3.2 Effects: Alexander's conquests
  - 3.3.3 Mapwork
  - 3.3.4 Skeptics/Cynics/Epicureans/Stoics
  - 3.3.5 Contributions: science, mathematics
  - 3.3.6 Hellenistic/Classical Greek sculpture
  - 3.3.7 Greatest contribution

4.0 Roman Civilization

- 4.1 Early Roman Republic
  - *4.1.1 Definition: republic
  - 4.1.2 Development
  - 4.1.3 Family
  - 4.1.4 Government
  - 4.1.5 Expansion
- 4.2 Late Roman Republic
  - 4.2.1 Expansionist problems
  - 4.2.2 Roman Empire: development
  - *4.2.3 First emperor
  - 4.2.4 Dates: Empire
  - 4.2.5 Mapwork
  - *4.2.6 Definition: Pax Romana
  - 4.2.7 Economic results: Pax Romana
- 4.3 Roman Cultural Contributions
  - 4.3.1 Politics/Government
  - *4.3.2 Law
  - 4.3.3 Engineering/Architecture
  - 4.3.4 Literature
  - 4.3.5 Golden/Silver Ages

WORLD HISTORY, ADVANCED (AVC)

- 5.0 India/China
  - 5.1 Civilization of India
    - 5.1.1 Site
    - 5.1.2 Dravidians/Aryans
    - *5.1.3 Definition: caste system
    - 5.1.4 Development: caste system
    - 5.1.5 Traditional Indian society
    - *5.1.6 Definition: pantheism
    - *5.1.7 Definition: reincarnation
    - *5.1.8 Hindusm
    - *5.1.9 Buddhism
    - 5.1.10 Hinduism/Buddhism
    - 5.1.11 Mauryan rule
    - 5.1.12 Ashoka
  - 5.2 Civilization of China
    - 5.2.1 Site
    - 5.2.2 Shang dynasty
    - 5.2.3 Accomplishments: Shang dynasty
    - 5.2.4 Chou period
    - 5.2.5 Class division: Chou period
    - *5.2.6 Confucianism
    - 5.2.7 Taoism/Legalism
    - 5.2.8 Taoism/Legalism Confucianism
    - 5.2.9 Ch'in empire
    - 5.2.10 "Dynasty cycle"
    - 5.2.11 Wu Ti/Roman conquests

- 6.0 The Middle Ages
  - 6.1 Rise of Christianity
    - 6.1.1 Jewish religious sects
    - *6.1.2 Jesus Christ
    - 6.1.3 Paul
    - 6.1.4 Roman persecution
    - 6.1.5 Christian expansion
    - 6.1.6 St. Augustine
    - 6.1.7 Secular/Regular clergy
  - 6.2 Fall of the Roman Empire
    - 6.2.1 Diocletian/ Constantine
    - 6.2.2 Culture: Germanic tribes
    - 6.2.3 Causes
  - 6.3 Byzantine Empire
    - *6.3.1 Contributions
    - 6.3.2 Political history
    - 6.3.3 Economic prosperity
    - 6.3.4 Art/Architecture
  - 6.4 Early Russia
    - 6.4.1 Slavs
    - 6.4.2 Christianity
    - 6.4.3 Slavic alphabet: result
  - 6.5 Muslim Empire
    - *6.5.1 Islamic faith
    - 6.5.2 Islamic expansion
    - 6.5.3 Shia/Sunnite sects
    - 6.5.4 Contributions
  - 6.6 India/China/Japan
    - *6.6.1 Gupta rule: India
    - 6.6.2 Gupta contributions
    - 6.6.3 Caste system: India
    - 6.6.4 Muslim rule: India
    - 6.6.5 T'ang/Sung dynasties: China
    - *6.6.6 Technological developments: China
    - 6.6.7 Yuan dynasty: China
    - *6.6.8 Shinto religion: Japan
    - 6.6.9 Japanese emperor: position
    - 6.6.10 Shogun/Samurai
  - 6.7 Early Middle Ages
    - 6.7.1 Merovingian kings
    - 6.7.2 Carolingian kings
    - *6.7.3 Charlemagne

Major spiritual
weapons
6.13.4 "Medieval
renaissance"
6.13.5 Abelard/Aquinas
6.13.6 Dante/Chaucer
*6.13.7 Romanesque/Gothic

indulgence
7.3.3 Peace of Augsburg
7.3.4 Luther/Zwingli/
Calvin
*7.3.5 Definition:
predestination
7.3.6 Anglican Church:
formation
7.3.7 Jesuits
7.3.8 Council of Trent
7.3.9 Religious
upheaval: effects
*7.3.10 Luther/Calvin

WORLD HISTORY, ADVANCED (AVC)

7.4 Power Politics: 1500-1650
- *7.4.1 "Balance of power"
- *7.4.2 Sovereignty
- *7.4.3 Machiavelli's political views
- 7.4.4 Mapwork: Charles V's empire
- 7.4.5 Age of Charles V
- 7.4.6 Spain: dominance
- 7.4.7 Spain: decline
- *7.4.8 Edict of Nantes
- 7.4.9 Thirty Years' War
- 7.4.10 Treaty of Westphalia
- 7.4.11 Hugo Grotius

7.5 Civilizations of the Far East
- *7.5.1 Mughuls
- 7.5.2 Mapwork: Mughul empire
- 7.5.3 Mughul contributions
- 7.5.4 Ming dynasty: China
- 7.5.5 Definition: daimyo
- 7.5.6 Tokugawa shogunate
- 7.5.7 Japan: western challenge
- 7.5.8 Southeast Asia: development
- 7.5.9 Religious preferences: Southeast Asia

7.6 Pre-colonial Africa
- 7.6.1 "Africa"/"Africans"
- 7.6.2 Ecological regions
- 7.6.3 Africans: classifications
- 7.6.4 Earliest civilizations
- 7.6.5 Portuguese
- *7.6.6 Dominant commercial enterprise
- 7.6.7 "Triangular trade"
- 7.6.8 Boers
- 7.6.9 African accomplishments

7.7 Cultures in the Americas
- 7.7.1 Definition: Amerind
- 7.7.2 Indian cultures
- *7.7.3 Mayan civilization
- 7.7.4 Inca totalitarian state

7.8 Age of Exploration
- *7.8.1 Original motive
- 7.8.2 Technological inventions
- 7.8.3 Explorers
- 7.8.4 Mapwork
- 7.8.5 East-West contact
- 7.8.6 Spanish colonial government
- 7.8.7 Definition: Commercial Revolution
- *7.8.8 Definition: capitalism
- 7.8.9 Capitalism: characteristics
- 7.8.10 Capitalism: development
- 7.8.11 Mercantilism: characteristics
- *7.8.12 Mercantilist policy
- 7.8.13 Economic history: early Western Europe
- 7.8.14 Price revolution
- 7.8.15 Banks: development
- 7.8.16 Regulated/Joint-stock companies
- 7.8.17 Domestic system
- 7.8.18 Agricultural innovations
- 7.8.19 Definition: nouveau riche
- 7.8.20 Enclosure movement

8.0 Age of Reason

8.1 Science/Thought/Art: 1600-1800
- 8.1.1 Enlightenment: characteristics
- *8.1.2 Enlightenment: philosophy

- *8.1.3 Modern science: techniques
- 8.1.4 Definition: inductive thinking
- 8.1.5 Definition: deductive thinking
- *8.1.6 Outstanding scientists
- *8.1.7 Definition: Deism
- 8.1.8 "Philosophies"
- 8.1.9 Voltaire/Diderot
- *8.1.10 Definition: humanitarianism
- 8.1.11 Scientists
- 8.1.12 Mannerism: "anti-Renaissance style
- 8.1.13 Baroque style
- 8.1.14 Rococo/Baroque
- 8.1.15 Neoclassical style

8.2 Absolutism/Constitutionalism/Power Politics

- *8.2.1 Definition: absolutism
- *8.2.2 Definition: divine right monarchy
- 8.2.3 Thomas Hobbes
- 8.2.4 Louis XIV
- 8.2.5 France: decline
- 8.2.6 English Civil War
- *8.2.7 Oliver Cromwell
- *8.2.8 Definition: writ of habeas corpus
- 8.2.9 Bill of Rights
- 8.2.10 John Locke/Thomas Hobbes
- 8.2.11 England: cabinet government
- *8.2.12 Peter the Great
- 8.2.13 Catherine the Great
- 8.2.14 Prussia
- 8.2.15 Frederick William I
- 8.2.16 War of Austrian Succession
- 8.2.17 Diplomatic Revolution
- 8.2.18 Treaty of Paris, 1763
- 8.2.19 Poland: weaknesses

8.3 Rise of Representative Government

- 8.3.1 Definition: physiocrats
- *8.3.2 "Laissez-faire"
- 8.3.3 Adam Smith
- *8.3.4 Voltaire/Montesquieu/Rousseau
- 8.3.5 Definition: enlightened despot
- 8.3.6 Enlightened despotism: failure
- 8.3.7 American Revolution
- 8.3.8 American Constitution
- 8.3.9 French Revolution
- 8.3.10 American Revolution: France
- 8.3.11 First/Second/Third Estate
- 8.3.12 National Assembly: French Revolution
- 8.3.13 Legislative Assembly: French Revolution
- 8.3.14 Jacobins
- 8.3.15 National Convention: French Revolution
- 8.3.16 Definition: "nation in arms"
- *8.3.17 Maximilien Robespierre
- 8.3.18 Directory: French Revolution
- *8.3.19 Napoleon Bonaparte
- 8.3.20 Napoleon's domestic reforms
- *8.3.21 Napoleonic Code
- 8.3.22 Mapwork: Napoleonic Europe
- 8.3.23 Napoleon's downfall
- 8.3.24 Definitions: peninsulares, Creoles, mestizos

WORLD HISTORY, ADVANCED (AVC)

- *8.3.25 Simon Bolivar/ Jose de San Martin
- 8.3.26 Augustin de Iturbide/ Dom Pedro

9.0 The Modern Era

- 9.1 Industrial Revolution
  - 9.1.1 Definition
  - 9.1.2 European primacy
  - 9.1.3 Transportation/ Communication
  - 9.1.4 Industrialization: England
  - 9.1.5 Industrialization: continent
  - 9.1.6 Technical advances
  - 9.1.7 Impact: workers
  - 9.1.8 Labor unions
  - 9.1.9 Urbanization
  - 9.1.10 Haute/Petite bourgeois
  - 9.1.11 Business consolidation
- 9.2 Cultural Life: 19th Century
  - 9.2.1 Classicism/ Romanticism
  - 9.2.2 Romantic: writers, artists
  - 9.2.3 Romantic composers
  - 9.2.4 "Realistic" response
  - 9.2.5 Realist: writers, artists
  - 9.2.6 "Modernist movement"
  - 9.2.7 Impressionism/ Expressionism/ Cubism
  - 9.2.8 Impressionist/ Expressionist/ Cubist: artists
  - 9.2.9 Innovations: sculpture, architecture
  - 9.2.10 "Modern music"
- 9.3 Ideological/Intellectual Developments: 19th Century
  - 9.3.1 Romanticism: politics
  - 9.3.2 Nationalism
  - 9.3.3 French Revolution: ideological responses
  - 9.3.4 Karl Marx
  - 9.3.5 "Scientific socialism"
  - 9.3.6 Darwin: theory of evolution
  - 9.3.7 Scientific advances
  - 9.3.8 Social Darwinism
  - 9.3.9 Anti-Semitism
- 9.4 European Political Events: 1815-1871
  - 9.4.1 Congress of Vienna
  - 9.4.2 Revolutions
  - 9.4.3 Napoleon III
  - 9.4.4 Italian unification
  - 9.4.5 German unification
  - 9.4.6 England's political evolution
  - 9.4.7 Russia: Alexander I, Nicholas I, Alexander II
  - 9.4.8 "Eastern Question"
- 9.5 European Political Events: 1817-1914
  - 9.5.1 William Gladstone/ Benjamin Disraeli
  - 9.5.2 "Irish problem"
  - 9.5.3 "New" Liberals: England
  - 9.5.4 Second Reich
  - 9.5.5 Third French Republic
  - 9.5.6 Revolutionary movement: Russia
  - 9.5.7 Peter Stolypin
  - 9.5.8 Domestic problems: Italy
  - 9.5.9 "Dual Monarchy"
  - 9.5.10 Congress of Berlin
  - 9.5.11 "New imperialism"
  - 9.5.12 Imperialism: motives

WORLD HISTORY, ADVANCED (AVC)

- 9.6 New Europes Overseas: 1650-1914
    - 9.6.1 "New Europes"
    - 9.6.2 United States: domestic affairs
    - 9.6.3 United States: world affairs
    - 9.6.4 Latin America: domestic problems
    - 9.6.5 Black Africans/ New Europe
    - 9.6.6 South Africa/ Australia/New Zealand
    - 9.6.7 Biculturalism: Canada
- 9.7 Imperialism: Middle East/ Africa
    - 9.7.1 Ottoman Empire: decline
    - 9.7.2 Anglo-Russian rivalry
    - 9.7.3 Mapwork: colonial Africa
    - 9.7.4 Negative effects: Africa
- 9.8 Imperialism: Southeast Asia
    - 9.8.1 British dominance: India
    - 9.8.2 Mapwork: Southeast Asia
    - 9.8.3 Manchu dynasty
    - 9.8.4 Japan
- 9.9 World War I
    - 9.9.1 20th century scientists
    - 9.9.2 Internationalism
    - 9.9.3 Capitalism/ Socialism
    - 9.9.4 "Danger signals"
    - 9.9.5 Marxism/Leninism
    - 9.9.6 Causes
    - 9.9.7 William II
    - 9.9.8 International crisis
    - 9.9.9 Warfare
    - 9.9.10 Mapwork: alignment of nations
    - 9.9.11 Treaty of Brest-Litovsk
    - 9.9.12 United States' entry
    - 9.9.13 Fourteen Points
    - 9.9.14 Major statesmen: Paris Peace Conference
    - 9.9.15 Mapwork: post-World War I Europe
    - 9.9.16 Treaty of Versailles
- 9.10 Political Conditions after World War I
    - 9.10.1 League of Nations
    - 9.10.2 International relations
    - 9.10.3 Lenin's rise to power
    - 9.10.4 NEP
    - 9.10.5 Trotsky/Stalin
    - 9.10.6 Fascism: characteristics
    - 9.10.7 Benito Mussolini
    - 9.10.8 Weimar Republic: failure
    - 9.10.9 Adolf Hitler
    - 9.10.10 Post-war democracies
    - 9.10.11 European government: 1930's
    - 9.10.12 Republican dominance: United States
- 9.11 Rise of Nationalism: Africa/Asia
    - 9.11.1 Pan-African movement
    - 9.11.2 African leaders
    - 9.11.3 Arab-Israeli conflict
    - 9.11.4 Mustafa Kemal
    - 9.11.5 India: religious problems
    - 9.11.6 Mohandas Gandhi/ Jawaharlal Nehru
    - 9.11.7 Nationalism: Southeast Asia

WORLD HISTORY, ADVANCED (AVC)

- 9.11.8 Republican government: China
- 9.11.9 Military fascism: Japan

- 9.12 World War II
  - 9.12.1 Global impact: Depression
  - 9.12.2 Stalin's Five-Year Plans
  - 9.12.3 Hitler: rise to power
  - 9.12.4 Nazi Germany
  - 9.12.5 Nazi movement: success
  - 9.12.6 France: weaknesses
  - 9.12.7 Great Britain: Depression
  - 9.12.8 New Deal
  - 9.12.9 Appeasement
  - 9.12.10 Francisco Franco
  - 9.12.11 Aggressions: World War II
  - 9.12.12 Mapwork: Axis success
  - 9.12.13 United States
  - 9.12.14 Allied victory

10.0 The Contemporary World

- 10.1 Post-World War II
  - 10.1.1 United Nations
  - 10.1.2 Cold War
  - 10.1.3 Mapwork: NATO, Warsaw Pact
  - 10.1.4 Nikita Khrushchev
  - 10.1.5 Definition: "peaceful coexistence"
  - 10.1.6 Britain: declining role
  - 10.1.7 Charles de Gaulle
  - 10.1.8 Konrad Adenauer
  - 10.1.9 West Germany's "economic miracle"
  - 10.1.10 Italy: instability
  - 10.1.11 Portugal: political, economic problems
  - 10.1.12 Post-Franco Spain
  - 10.1.13 "Regional nationalism"
  - 10.1.14 Common Market
  - 10.1.15 Lyndon Johnson/ Richard Nixon/ Jimmy Carter
  - 10.1.16 Latin America: problems
- 10.2 Japan/China/Soviet Union: since 1945
  - 10.2.1 Stalinist Russia
  - 10.2.2 Khrushchev's downfall
  - 10.2.3 Brezhnev Doctrine
  - 10.2.4 Russian society: 1970's
  - 10.2.5 Chaing Kai-shek/ Mao Tse-tung
  - 10.2.6 China: Great Leap Forward
  - 10.2.7 China: Great Cultural Revolution
  - 10.2.8 Japan: political reforms
  - 10.2.9 Japan: economic problems
  - 10.2.10 Sino-Soviet split
  - 10.2.11 United States: China, Soviet Union
  - 10.2.12 Accomplishments: United Nations
- 10.3 Asia/Africa/Middle East: since 1945
  - 10.3.1 Definition: Third World
  - 10.3.2 Decolonization
  - 10.3.3 National unity: problems
  - 10.3.4 Tribalism: Kenya, Zaire, Nigeria

WORLD HISTORY, ADVANCED (AVC)

- 10.3.5 India: partitioning
- 10.3.6 Malaysia/Indonesia: racial problems
- 10.3.7 Governments: Indonesia, Ghana, Pakistan, India
- 10.3.8 Third World: democracy
- 10.3.9 Third World: political, economic problems
- 10.3.10 Third World: economic backwardness
- 10.3.11 United States: relations with Africa
- 10.3.12 Third World policies: international affairs
- 10.3.13 South Africa: political problems
- 10.3.14 Arab-Israeli conflict
- 10.3.15 United States: Vietnam

10.4 The 20th Century in Transformation
- 10.4.1 Science/Technology
- 10.4.2 "Second Industrial Revolution"
- 10.4.3 Changes in thought
- 10.4.4 Russia: revised Marxism
- 10.4.5 National socialism
- 10.4.6 Arts: disillusionment
- 10.4.7 Cultural trends
- 10.4.8 "Ne'gritude" movement
- 10.4.9 Africa: Marxist socialism
- 10.4.10 Chinese Cultural Revolution
- 10.4.11 India: cultural revival
- 10.4.12 Latin America: cultural developments

11.0 Alternatives for the Future

- 11.1 Environmental Balance Sheet
- 11.2 "Petro-power"/"Agro-power"
- 11.3 World Views
- 11.4 Religion
- 11.5 Studying the Future
- 11.6 World History

PERFORMANCE OBJECTIVES
WORLD HISTORY, ADVANCED (AVC)

This college preparatory course spans the entire period of world history from prehistoric man to contemporary events. Designed to provide an understanding and appreciation of the present in terms of the past, the theme of "multiple causation" in history is stressed. This course also meets the state AVC requirement for graduation. Successful completion of the course is based on teacher judgment and the requirement that students pass the Minimum Level Skills Test.

Performance Objectives

1.0 Introduction to the Study of History

1.1 Students will explain the meaning of history by the following methods:

(1) selecting a definition of history;

(2) defining oral history;

*(3) defining B.C. or A.D.;

(4) converting century designations into year designations;

(5) identifying the order in which events occurred when given a list of four events and their dates; and

(6) developing a time line of events.

1.2 Students will demonstrate knowledge of the use of the historical method to interpret information by the following methods:

(1) identifying the steps of inquiry as identifying the problem, developing a hypothesis, gathering information, analyzing and evaluating the data, and reaching a conclusion;

(2) selecting a definition of frame of reference;

(3) selecting a definition of fact and opinion; and

(4) selecting a definition of primary and secondary source.

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* Indicates Minimum Level Skills

1.3 Students will explain the tools of inquiry by the following methods:

(1) classifying information;

(2) listing factors that influence frame of reference;

(3) selecting examples of facts or opinions; and

*(4) identifying examples of primary or secondary sources.

1.4 Students will interpret the use of historical maps by the following methods:

(1) preparing a legend and labeling a map to correctly show specified historical information;

*(2) distinguishing the type of information shown from the legend of any historical map;

*(3) identifying any of the continents, oceans, or four centers of early civilization when given a world map;

*(4) identifying on a modern European map any of the following countries: Spain, France, United Kingdom, West Germany, Italy, Sweden, U.S.S.R., and Greece;

*(5) identifying on a modern European map any of the following major bodies of water: Baltic Sea, North Sea, English Channel, Atlantic Ocean, Mediterranean Sea, Adriatic Sea, Aegean Sea, and Black Sea;

*(6) identifying on a modern European map any of the following mountain ranges: Pyrenees, Alps, Balkans, Carpathians, Caucasus, and Urals;

*(7) identifying on a modern Asian map any of the following locations: U.S.S.R., Japan, Korea, People's Republic of China, Vietnam, East Indies, India, Iran, Saudi Arabia, and Israel;

*(8) identifying on a modern Asian map any of the following bodies of water: Pacific Ocean, Bay of Bengal, Indian Ocean, Arabian Sea, Persian Gulf, Red Sea, and Caspian Sea;

(9) identifying on a modern map of the Western hemisphere any of the following locations: Greenland, Canada, United States, Mexico, Central America, West Indies, Brazil, and Argentina;

(10) identifying on a modern map of the Western hemisphere any of the following bodies of water: Pacific Ocean, Atlantic Ocean, Gulf of Mexico, and Caribbean Sea; and

*(11) identifying on a modern map of Africa any of the following: Egypt, Libya, Zaire, Nigeria, South Africa, Ethiopia, Atlantic Ocean, Indian Ocean, Red Sea, and Mediterranean Sea.

1.5 Students will list the six needs common to all people at all times.

1.6 Students will demonstrate knowledge of culture and civilization by the following methods:

*(1) selecting a definition of culture or civilization;

(2) listing three general reasons for cultural change; and

(3) defining parallel invention and cultural lag.

1.7 Students will describe three theories which explain the course of history.

2.0 The Development of Civilizations

2.1 Students will demonstrate comprehension of prehistoric man by the following methods:

(1) identifying the characteristics which make humans superior to other animals as erect posture, communication, large brain, and opposable thumb;

(2) describing the three cultural ages of man;

(3) explaining the importance of the Neolithic Revolution;

(4) describing the forms of social organizations; and

(5) identifying the three major language families of mankind.

2.2 Students will demonstrate knowledge of the Mesopotamian civilizations by the following methods:

(1) listing the four stages of writing as: a) pictograms-a picture represents a thing, b) ideograms-a picture stands for an idea, c) phonograms-a picture stands for a sound, usually a syllable, and d) a sign represents a single consonant or vowel;

*(2) identifying the significance of Sumerian cuneiform for the development of civilization;

(3) identifying the Tigris-Euphrates River Valley as the site of one of the earliest civilizations;

(4) listing the four periods of Sumerian history as Protoliterate, Old Sumerian, Akkadian Empire, and Neo-Sumerian;

*(5) selecting an example of a theocracy;

(6) identifying Sargon I;

(7) describing the code of Hammurabi;

(8) defining immortality as life after death; and

(9) identifying early Mesopotamian achievements.

2.3 Students will describe Egyptian civilization by the following methods:

(1) identifying the Nile River Valley as the site of one of the earliest civilizations;

(2) describing the major characteristics of each period in Egyptian history;

(3) describing the reign of Thutmose III, Amenhotep IV, and Ramses II;

(4) explaining the favorable status of Egyptian women in society;

(5) discussing Egyptian achievements in the arts and sciences;

*(6) identifying the significance of Egyptian hieroglyphics for the development of civilization;

(7) relating the reasons for the failure of Akhenaton's religious reformation; and

(8) comparing and contrasting Mesopotamian and Egyptian views of immortality.

2.4 Students will describe the Hittite civilization by the following methods:

(1) identifying the Hittites as the first people to work iron from local deposits; and

(2) contrasting the Hittite and Babylonian codes of law.

2.5 Students will demonstrate knowledge of the small states of the Near East by the following methods:

(1) identifying the Phoenicians as traders and colonizers of the Near East who perfected and spread the alphabet;

(2) naming the Arameans as the people whose language became the international language of the Near East;

(3) identifying the role of Abraham, Moses, or Solomon in Hebrew history;

*(4) defining ethical monotheism as the belief in a loving, righteous God who demands righteous conduct of man; and

*(5) identifying Judaism as one of the major world religions.

2.6 Students will demonstrate comprehension of late empires in western Asia by the following methods:

(1) listing reasons for the success of Assyrian domination of the Fertile Crescent;

(2) identifying the coinage of money as a major contribution of the Lydians;

(3) describing Nebuchadnezzar's rule of the Chaldean empire;

(4) identifying Cyrus the Persian as the greatest conqueror of the ancient Near East;

(5) explaining the success of the Persian administrative system;

(6) summarizing the basic tenents of Zoroastrianism; and

(7) labeling maps illustrating the civilizations and empires of the ancient Near East.

3.0 Greek Civilization

3.1 Students will demonstrate knowledge of the background for Greek culture by the following methods:

(1) identifying the two major Aegean civilizations as Minoan and Mycenaean; and

(2) describing the characteristics of Minoan and Mycenaean civilizations.

3.2 Students will describe Hellenic Greece by the following methods:

(1) listing the geographical factors shaping Greek history;

*(2) selecting a definition of city-state;

(3) summarizing the origin and political evolution of the city-state;

*(4) selecting a definition of oligarchy;

*(5) selecting a definition of democracy;

(6) comparing and contrasting Sparta and Athens;

(7) identifying the cause of the Persian Wars;

(8) appraising the limits of Athenian democracy;

(9) listing the general reasons for the Peloponnesian War;

(10) identifying Philip of Macedon as the leader who unified Greece;

(11) describing characteristics of the Greek character;

*(12) identifying Socrates, Plato, or Aristotle as the most outstanding of the Hellenic philosophers; and

(13) summarizing the cultural contributions of the Hellenic Greeks in the fields of medicine, history, literature, art and architecture.

3.3 Students will describe the Hellenistic Age by the following methods:

*(1) identifying the main contribution of Alexander the Great to world history;

(2) discussing the social and economic effects of Alexander's conquests;

(3) illustrating on a map the empire of Alexander the Great;

(4) explaining the philosophy of the Skeptics, Cynics, Epicureans, and Stoics;

(5) listing the outstanding Hellenistic contributions in science and mathematics;

(6) comparing Hellenistic sculpture with classical Greek sculpture; and

(7) identifying the greatest contribution of the Hellenistic Age as the diffusion of Greek culture throughout the ancient East and the newly rising Roman West.

4.0 Roman Civilization

4.1 Students will demonstrate comprehension of the early Roman Republic by the following methods:

*(1) defining republic as a form of representative government in which power rests only with those citizens given the right to vote;

(2) tracing the early political development;

(3) identifying the family as the most important unit in early Roman society;

(4) explaining why the Roman government was not a true democracy in practice; and

(5) outlining Roman expansion to 133 B.C.

4.2 Students will demonstrate comprehension of the late Roman Republic by the following methods:

(1) describing the social and economic problems created by Roman expansion;

(2) listing the events which culminated in the rise of the Roman Empire;

*(3) identifying the first emperor of Rome;

(4) identifying the dates of the Roman Empire as 30 B.C.-476 A.D.

(5) labeling on a map the extent of the Roman Empire;

*(6) selecting a definition of Pax Romana; and

(7) describing the economic results of the Pax Romana.

4.3 Students will demonstrate knowledge of Roman cultural contributions by the following methods:

(1) listing concepts in Roman politics and government;

*(2) identifying the significance of Roman law for the modern world;

(3) describing achievements in Roman engineering and architecture;

(4) naming outstanding Roman authors in the field of literature; and

(5) explaining the differences in the Golden and Silver Ages in Roman literature.

5.0 India and China

5.1 Students will describe the civilization of India by the following methods:

(1) identifying the Indus River Valley as the site of one of the earliest civilizations;

(2) comparing and contrasting the Dravidians and Aryans;

*(3) selecting a definition of the caste system;

(4) explaining the development of the caste system;

(5) explaining the three pillars of traditional Indian society;

*(6) defining pantheism as a philosophy which believes God consists of everything that exists and everything that exists is God;

*(7) selecting a definition of reincarnation;

*(8) identifying a description of Hinduism which emphasizes its origin and major beliefs;

*(9) identifying a description of Buddhism which emphasizes its origin and major beliefs;

(10) listing the similarities and differences between Hinduism and Buddhism;

(11) describing rule by the Mauryan dynasty; and

(12) identifying Ashoka as the Mauryan ruler credited with spreading Buddhism to other parts of the world.

5.2 Students will describe the civilization of China by the following methods:

(1) identifying the Yellow River Valley as the site of one of the earliest civilizations;

(2) identifying the Shang dynasty as the first historic dynasty;

(3) listing the accomplishments of the Shang dynasty;

(4) summarizing the advances during the eastern Chou period;

(5) explaining the class divisions that developed during the Chou period;

*(6) identifying a description of Confucianism which emphasizes its origin and major tenets;

(7) examining Taoism and Legalism;

(8) contrasting Taoism and Legalism with Confucianism;

(9) explaining why the Ch'in empire has been called the forerunner of the modern totalitarian state;

(10) discussing the "dynasty cycle" as reflected during the Han dynasty; and

(11) comparing the extent of Wu Ti's conquests with that of the Romans.

6.0 The Middle Ages

6.1 Students will demonstrate comprehension of the rise of Christianity by the following methods:

(1) describing the three Jewish religious sects;

*(2) identifying the significance of the life of Jesus Christ for world history;

(3) identifying Paul as the missionary whose teachings made Christianity a universal faith;

(4) explaining why the Romans persecuted the early Christians;

(5) listing the reasons for the spread of Christianity;

(6) identifying St. Augustine as the Church Father whose religious works became the foundation of the Church's theology; and

(7) describing the differences between secular and regular clergy.

6.2 Students will demonstrate comprehension of the fall of the Roman Empire by the following methods:

(1) describing efforts made by Diocletian and Constantine to preserve the Empire;

(2) discussing the culture of the Germanic tribes; and

(3) explaining the interacting political, economic, and social causes for the decline of the Empire.

6.3 Students will demonstrate comprehension of the Byzantine Empire by the following methods:

*(1) identifying major Byzantine contributions to civilization;

(2) summarizing the political history;

(3) listing reasons for Byzantine economic prosperity; and

(4) describing Byzantine art and architecture.

6.4 Students will demonstrate comprehension of early Russia by the following methods:

(1) identifying the Slavs as ancestors of the Russians;

(2) describing the founding of Christianity in Kievan Russia; and

(3) explaining how the use of the Slavic alphabet contributed to Russia's cultural isolationism.

6.5 Students will relate the rise of the Muslim Empire by the following methods:

*(1) identifying a description of the Islamic faith which emphasizes its origin and major beliefs;

(2) summarizing the political history of the spread of Islam;

(3) differentiating between the Shia and Sunnite sects of the Islamic faith; and

(4) describing Muslim contributions to civilization.

6.6 Students will demonstrate comprehension of India, China, and Japan by the following methods:

*(1) identifying the significance of Gupta rule for Hindu culture;

(2) listing the outstanding contributions of India under the Gupta empire;

(3) describing the basic features of India's caste system;

(4) explaining the effects of Muslim rule on India;

(5) summarizing the major achievements of China's T'ang and Sung dynasties;

*(6) identifying the two outstanding technological developments of China as the invention of printing and the use of gunpowder as an explosive;

(7) identifying the Yuan dynasty as the first "barbarian" dynasty in history to rule China;

*(8) identifying a description of Shintoism which stresses its origin and major characteristics;

(9) describing the position of the Japanese emperor between the 9th and 12th centuries; and

(10) explaining the role of the shogun and samurai.

6.7 Students will demonstrate knowledge of the early Middle Ages by the following methods:

(1) describing the rule of the Merovingian kings;

(2) describing the rule of the Carolingian kings;

*(3) identifying the significance of Charlemagne for the early feudal period;

(4) listing the invaders of Europe during the 9th and 10th centuries;

*(5) selecting an example of a feudal system of government;

(6) describing the three basic elements of feudalism;

*(7) identifying a description of the three classes in medieval society which emphasizes their roles;

(8) identifying the manor as the basic economic unit of the Middle Ages; and

(9) defining chilvary as a code of conduct for the knights.

6.8 Students will explain the rise from the "dark ages" by the following methods:

(1) identifying the Crusades as a Christian offensive to regain the Holy Lands from the Muslims;

*(2) identifying the chief significance of the Crusades;

(3) relating factors in the rise of towns;

(4) identifying the economic, political, and social functions of the guild system;

(5) giving examples of the changes in the financial structure of Europe; and

*(6) selecting a definition of bourgeoisie.

6.9 Students will demonstrate knowledge of the genesis of modern England during the late Middle Ages by the following methods:

(1) identifying steps taken by Anglo-Saxon rulers toward creating a unified English monarchy;

(2) describing William the Conqueror's centralized feudal monarchy;

(3) listing Henry II's contributions to the development of the English monarchy;

*(4) identifying the importance of the Magna Carta for future English political history as establishing the principles that 1) the king is not above the law, and 2) the king can be compelled by force to obey the law of the land; and

(5) outlining the origins of Parliament.

6.10 Students will outline Capetian contributions to the beginning of the French national state during the late Middle Ages.

6.11 Students will identify the problems involved in the unification of Spain.

6.12 Students will explain the failure of Germany and Italy to develop into nation-states.

6.13 Students will describe the role of the Church during the Middle Ages by the following methods:

(1) identifying the greatest contribution of the monasteries as the preservation of learning;

*(2) identifying the pope who ruled at the height of papal power;

*(3) identifying the major spiritual weapons used by the papacy to enforce its authority;

(4) explaining what is meant by the "medieval renaissance";

(5) identifying Pierre Abelard and St. Thomas Aquinas as the two most outstanding scholastic philosophers;

(6) identifying Dante Alighieri and Geoffery Chaucer as the two greatest writers of the medieval period; and

*(7) correctly identifying a pictorial illustration of Romanesque or Gothic architecture.

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*(7) correctly identifying a pictorial illustration of Romanesque or Gothic architecture.

7.0 Transition to Modern Times

7.1 Students will demonstrate comprehension of religion and politics from 1300-1500 by the following methods:

(1) explaining how the Babylonian Captivity and Great Schism contributed to the decline in the power and prestige of the Church;

(2) describing the purpose of the Conciliar Movement;

(3) identifying John Wycliffe and John Huss as forerunners of the Protestant Reformation;

(4) listing internal and external reasons for the decline of the Church;

*(5) identifying an example of the effect of nationalism in an historical event;

(6) describing how the Hundred Years' War promoted nationalism in England and France;

(7) describing the results of Spanish unification;

(8) explaining the significance of the "Golden Bull" for German unification;

(9) describing the formation of the Polish state;

(10) listing the territories ruled by the Austrian Hapsburgs; and

(11) explaining how Mongol domination changed the course of Russian history.

7.2 Students will demonstrate comprehension of the Renaissance/ by the following methods:

(1) describing what is meant by the term "Renaissance";

(2) describing the basic characteristics of humanism;

(3) identifying Francesco Petrarch as the "father of humanism";

*(4) identifying a famous work created by Michelangelo, da Vinci, or Raphael;

(5) explaining the significance of the invention of printing; and

(6) identifying William Shakespeare as the most outstanding figure in the field of literature for any time period.

7.3 Students will describe the Protestant and Catholic Reformations by the following methods:

(1) explaining the doctrine "justification by faith";

*(2) selecting a definition of indulgence;

(3) explaining the political significance of the Peace of Augsburg;

(4) comparing the teachings of Luther, Zwingli, and Calvin;

*(5) selecting a definition of predestination;

(6) tracing the rise of the Anglican church in England;

(7) identifying the Jesuits;

(8) outlining the work of the Council of Trent;

(9) explaining the positive and negative effects of the religious upheaval; and

*(10) identifying the unique characteristics of Lutheranism, Calvinism, Anglicanism, and Catholicism.

7.4 Students will demonstrate knowledge about the advent of power politics from 1500-1650 by the following methods:

*(1) identifying an example of balance of power;

*(2) selecting an example of sovereignty;

*(3) identifying an example of Machiavelli's political views;

(4) labeling a map showing Charles V's empire;

(5) assessing the significance of the Age of Charles V for modern times;

(6) identifying Spain as the dominant power of the 16th century;

(7) tracing the downfall of Spanish power;

*(8) identifying the purpose of the Edict of Nantes;

(9) outlining the issues involved in the Thirty Years' War;

(10) listing the provisions of the Treaty of Westphalia; and

(11) identifying Hugo Grotius as the founder of international law.

7.5 Students will demonstrate comprehension of the civilizations of the Far East by the following methods:

*(1) identifying the Mughuls;

(2) labeling a map of India showing the extent of the Mughul empire;

(3) describing cultural contributions of the Mughuls in India;

(4) explaining the inward turn of China during the Ming dynasty;

(5) defining daimyo;

(6) identifying the Tokugawa shogunate;

(7) explaining why the Japanese responded more effectively to the later Western challenge;

(8) explaining the various factors which inhibited the growth of cultural and national self-consciousness in Southeast Asia; and

(9) identifying the religious preferences of the nations in Southeast Asia.

7.6 Students will demonstrate comprehension of pre-colonial Africa by the following methods:

(1) identifying "Africa" and "Africans" as terms used to refer solely to sub-Sahara Africa and its inhabitants who are mostly Negroid in physical characteristics;

(2) describing the four major ecological regions of Africa;

(3) describing the classification of Africans according to their lifestyle and environment;

(4) outlining Africa's earliest civilizations;

(5) identifying the Portuguese as the first European people to establish trading stations along the coast of Africa;

*(6) identifying the dominant commercial enterprise by the 17th century;

(7) explaining what is meant by the term "triangular trade";

(8) identifying the Boers; and

(9) summarizing African accomplishments in social and political organization and the arts.

7.7 Students will describe native cultures in the Americas by the following methods:

(1) defining Amerind as an American Indian;

(2) comparing and contrasting the Indian cultures of the Americas;

*(3) identifying the significance of Mayan civilization; and

(4) examining the Inca totalitarian state.

7.8 Students will examine the Age of Exploration and the Commercial Revolution by the following methods:

*(1) identifying the original motive for overseas exploration;

(2) listing technological inventions that made long overseas voyages possible;

(3) compiling a list of major explorers and the areas they discovered;

(4) labeling a world map to show European overseas empires and possessions around the 1700's;

(5) describing the renewal of East-West contact;

(6) appraising the centralized colonial government established by the Spanish;

(7) defining the Commercial Revolution;

*(8) selecting a definition of capitalism;

(9) identifying the following characteristics of capitalism: private ownership of the means of production, separation of capitalists and wage workers, and existence of the profit motive;

(10) describing the four stages in the development of capitalism;

(11) identifying the following characteristics of mercantilism: bullionism, favorable balance of trade, and exploitation of colonies;

*(12) identifying an example of mercantilist policy;

(13) summarizing the economic history of Portugal, Spain, Flanders, Holland, France and England;

(14) describing the effects of the price revolution;

(15) tracing the development of banks;

(16) comparing and contrasting regulated and joint-stock companies;

(17) describing the domestic system;

(18) listing innovations in agriculture;

(19) defining nouveau riche as one who has recently or suddenly acquired wealth or power and has not yet secured the social position appropriate to it; and

(20) describing the effects of the enclosure movement.

8.0 The Age of Reason

8.1 Students will examine science, thought, and art from 1600-1800 by the following methods:

(1) identifying the major characteristics of the Enlightenment as a stress on rationalism, belief in the concept of natural law, use of the scientific method, belief in progress, and an optimism regarding mankind's improvability;

*(2) selecting a statement which reflects the philosophy of the Enlightenment;

*(3) identifying the techniques fundamental to modern science as experimentation, observation, and the use of mathematics;

(4) defining inductive thinking as reasoning from the particular to the general, from the concrete to the abstract;

(5) defining deductive thinking as reasoning from the general to the specific, from the abstract to the concrete;

*(6) determining the most outstanding scientist of the Age of Reason;

*(7) defining Deism as the belief in a God who created the universe, set it in motion, and then stepped aside to let it run according to natural law;

(8) identifying the "philosophes" as students of society who analyzed its evils and advocated reforms;

(9) appraising the contributions of Voltaire and Diderot;

*(10) selecting a definition of humanitarianism;

(11) constructing a chart of scientists and their discoveries;

(12) contrasting the Mannerist style with that of the Renaissance;

(13) describing the characteristic of the Baroque style;

(14) contrasting the Rococo style with that of the Baroque; and

(15) describing the Neoclassical style.

8.2 Students will examine absolutism, constitutionalism, and power politics by the following methods:

*(1) selecting a definition of absolutism;

*(2) selecting a definition of divine right monarchy;

(3) explaining Thomas Hobbes justification of absolutism;

(4) identifying Louis XIV as the best example of a divine right monarch;

(5) outlining the decline of French power under Louis XIV;

(6) explaining the religious and political issues involved in the English Civil War;

*(7) identifying a description of Oliver Cromwell which emphasizes his role in the English Civil War;

*(8) selecting a definition of writ of habeas corpus;

(9) listing the provisions of the Bill of Rights;

(10) comparing John Locke's justification of revolution with Thomas Hobbes' justification of absolutism;

(11) summarizing the development of cabinet government in England;

*(12) determining the significance of Peter the Great for Russian history;

(13) identifying Catherine the Great as the Russian ruler who gained an outlet to the Black Sea and annexed half of Poland making Russia a major European power;

(14) outlining the rise of Prussia;

(15) explaining the significance of the result of Frederick William I's rule in Prussia;

(16) identifying the causes for the War of Austrian Succession;

(17) describing the Diplomatic Revolution;

(18) listing the results of the Treaty of Paris (1763); and

(19) identifying the weaknesses of the Polish state.

8.3 Students will describe the rise of representative government in France the United States and Latin America by the following methods:

(1) identifying the Physiocrats;

*(2) selecting an example of laissez-faire policy;

(3) explaining the policies of Adam Smith;

*(4) examining the significance of Voltaire, Montesquieu, or Rousseau by correctly matching each with descriptions or examples of their major contributions;

(5) defining an enlightened despot as an absolute ruler, imbued with the philosophy of the Enlightenment, desiring to make reforms for his people;

(6) explaining the reasons for the failure of enlightened despotism;

(7) identifying the "conditions" which brought about the American Revolution;

(8) identifying the fundamental principles embodied in the American Constitution;

(9) distinguishing the causes of the French Revolution;

(10) explaining the effect of the American Revolution on France;

(11) defining the First, Second, and Third Estate;

(12) outlining the events of the French Revolution during the National Assembly period;

(13) outlining the events of the French Revolution during the Legislative Assembly period;

(14) identifying the Jacobins as enthusiastic radicals determined to advance the French Revolution by the overthrow of the monarchy and giving greater justice and opportunity to the masses;

(15) outlining events of the French Revolution during the period of the National Convention;

(16) defining "nation in arms";

*(17) identifying the role of Maximilien Robespierre in the French Revolution;

(18) describing French government under the Directory;

*(19) selecting an accurate description of Napoleon Bonaparte which emphasizes his political and military accomplishments;

(20) outlining Napoleon's domestic reforms;

*(21) identifying the significance of the Napoleonic Code for Western law;

(22) illustrating Napoleonic Europe on a map;

(23) appraising the reasons for Napoleon's downfall;

(24) defining peninsulares, Creoles, or mestizos;

*(25) identifying a description of Simon Bolivar or Jose de San Martin which emphasizes the role each played in liberating South America; and

(26) identifying Augustin de Iturbide as the leader of Mexican independence and Dom Pedro as the leader of Brazilian independence.

9.0 The Modern Era

9.1 Students will appraise the Industrial Revolution by the following methods:

(1) defining Industrial Revolution as a change from the production of goods by hand tools to the production of goods by power machines;

(2) describing the foundation for European primacy in the 19th century;

(3) summarizing the changes in transportation and communication;

(4) listing the factors which enabled England to industrialize first;

(5) listing the obstacles to industrialization on the continent;

(6) describing the technological advances that took the place of steam power;

(7) describing the plight of the worker during the 19th century;

(8) outlining the general evolution of European labor unions;

(9) listing some of the problems of rapid urbanization;

(10) comparing the haute bourgeoisie with the petite bourgeoisie; and

(11) explaining the advantages of business consolidation.

9.2 Students will examine cultural life during the 19th century by the following methods:

(1) comparing and contrasting classicism and romanticism;

(2) listing major romantic writers and artists;

(3) listing outstanding composers of the early and late romantic period;

(4) describing the basic characteristics of the "realistic" response;

(5) listing major realist writers (especially the dramatist) and artists;

(6) describing the modernist movement;

(7) identifying the major characteristics of Impressionism, Expressionism, and Cubism;

(8) listing outstanding artists representative of the Impressionist, Expressionist, and Cubist styles of painting;

(9) examining the innovations in sculpture and architecture; and

(10) discussing the striking departures from the romantic style in music that resulted in the birth of "modern music".

9.3 Students will evaluate the ideological and intellectual developments of the 19th century by the following methods:

(1) explaining the impact of romanticism in the political realm;

(2) describing nationalism in the 19th century;

(3) describing the three new ideological responses to the French Revolution;

(4) identifying Karl Marx;

(5) outlining the basic concepts of Marx's "scientific socialism";

(6) summarizing Charles Darwin's theory of evolution;

(7) listing important scientific advances;

(8) defining Social Darwinism; and

(9) tracing the history of anti-Semitism.

9.4 Students will examine political events in Europe during the period 1815-1871 by the following methods:

(1) explaining how the four principles of legitimacy, encirclement of France, compensation, and balance of power operated at the Congress of Vienna;

(2) outlining the revolutions of the 1820's, and the revolutions in 1830 and 1848;

(3) appraising the rule of Napoleon III;

(4) summarizing Count Camillo Benso di Cavour's unification of Italy;

(5) summarizing Otto von Bismarck's unification of Germany;

(6) outlining England's political evolution;

(7) describing the reign of Alexander I, Nicholas I, and Alexander II in Russia; and

(8) explaining what is meant by the "Eastern Question".

9.5 Students will examine political events in Europe during the period 1871-1914 by the following methods:

(1) outlining the accomplishments of William E. Gladstone and Benjamin Disraeli;

(2) tracing the history of the "Irish problem";

(3) assessing the rule of the "new" Liberals;

(4) describing the political structure of the Second Reich;

(5) summarizing the political instability of the Third French Republic;

(6) describing the revolutionary movement that developed in Russia prior to 1914;

(7) describing the reforms of Peter Stolypin;

(8) examining the problems of the newly united Italy;

(9) identifying the weaknesses of the "Dual Monarchy";

(10) assessing the results of the Congress of Berlin;

(11) defining the "new imperialism"; and

(12) identifying the motives for imperialism.

9.6 Students will examine the "new Europes" overseas from 1650-1914 by the following methods:

(1) explaining what is meant by the "new Europes";

(2) describing domestic affairs of the United States from 1783-1914;

(3) evaluating the position of the United States in world affairs from 1783-1914;

(4) describing Latin American problems after independence;

(5) discussing what happened to black Africans in the new Europes;

(6) outlining major events in South Africa, Australia, and New Zealand; and

(7) discussing biculturalism in Canada.

9.7 Students will evaluate imperialism in the Middle East and Africa by the following methods:

(1) describing the weaknesses of the Ottoman Empire and its eventual decline;

(2) relating the outcome of the Anglo-Russian rivalry in Persia and Afghanistan;

(3) illustrating on a map of Africa the colonies claimed by European countries; and

(4) relating the negative effects of European colonization in Africa.

9.8 Students will examine imperialism in Southeast Asia by the following methods:

(1) tracing the rise of British dominance in India;

(2) illustrating on a map of Southeast Asia areas under foreign domination;

(3) outlining the decline of the Manchu dynasty; and

(4) describing the Japanese responses to western advances.

9.9 Students will examine World War I by the following methods:

(1) listing early 20th century scientists and their discoveries;

(2) discussing the spirit of internationalism that preceded World War I;

(3) describing the developments in capitalism and socialism;

(4) describing the "danger signals" indicative of the disaster to come;

(5) explaining the changes Lenin made in Marxist theory;

(6) identifying the underlying causes of World War I as militarism, rival alliances, secret diplomacy, economic imperialism, and nationalism;

(7) relating William II's efforts to undermine Bismarck's diplomatic work;

(8) outlining the international crisis that led to World War I;

(9) describing the warfare of World War I;

(10) labeling on a map of Europe the Central Powers, Allied Powers, and neutral nations;

(11) identifying the Treaty of Brest-Litovsk;

(12) summarizing the reasons for United States' entry into World War I;

(13) discussing Woodrow Wilson's Fourteen Points;

(14) identifying the four major statesmen at the Paris Peace Conference;

(15) labeling a map of post-World War I Europe; and

(16) evaluating the Treaty of Versailles.

9.10 Students will examine post-World War I political conditions in the West by the following methods:

(1) evaluating the record of the League of Nations;

(2) summarizing attempts to improve international relations following World War I;

(3) outlining Nikolai Lenin's rise to power in Russia;

(4) identifying the NEP;

(5) comparing and contrasting Trotsky and Stalin;

(6) describing the major characteristics of Fascism;

(7) identifying Benito Mussolini;

(8) appraising the reasons for the failure of the Weimar Republic;

(9) identifying Adolf Hitler;

(10) describing the disillusionment of the "democracies" in post-war western Europe;

(11) identifying the type of government that was the general rule in Europe by the early 1930's; and

(12) describing the decade of Republican dominance in the United States.

9.11 Students will examine the rise of nationalism in Africa and Asia by the following methods:

(1) describing the Pan-African movement;

(2) naming outstanding African leaders;

(3) tracing the origin of the Arab-Israeli conflict;

(4) describing Mustafa Kemal's rise to power in Turkey;

(5) explaining the religious problem in India;

(6) contrasting Mohandas Gandhi and Jawaharlal Nehru;

(7) discussing nationalism in Southeast Asia;

(8) outlining the rise of a republican government in China; and

(9) outlining the rise of military fascism in Japan.

9.12 Students will examine World War II by the following methods:

(1) describing the global impact of the Depression;

(2) discussing Stalin's Five-Year Plans;

(3) tracing Hitler's rise to power;

(4) describing Nazi Germany under Hitler;

(5) discussing the various theories regarding the success of the Nazi movement in Germany;

(6) assessing the weakness of France;

(7) describing Great Britain's efforts to weather the Depression;

(8) describing Roosevelt's New Deal program;

(9) explaining Britain's appeasement policy;

(10) identifying Francisco Franco of Spain;

(11) outlining the aggressions leading to World War II;

(12) illustrating on a map the height of Axis success;

(13) describing the events which brought the United States into the war; and

(14) summarizing the events leading to the Allied victory.

10.0 The Contemporary World

10.1 Students will examine post-World War II by the following methods:

(1) describing the purpose and structure of the United Nations;

(2) explaining the background of the Cold War;

(3) illustrating on a map the member nations of NATO and the Warsaw Pact;

(4) identifying Nikita Khrushchev;

(5) defining "peaceful coexistence";

(6) outlining Britain's declining role in world leadership;

(7) appraising Charles de Gaulle's leadership in the Fifth French Republic;

(8) identifying Konrad Adenauer;

(9) describing West Germany's "economic miracle";

(10) describing the instability of the Italian government;

(11) identifying Portugal's political and economic problems;

(12) discussing the post-Franco period in Spain;

(13) explaining "regional nationalism";

(14) analyzing the effect of the Common Market on Western Europe;

(15) outlining the major issues and events during the presidencies of Lyndon B. Johnson, Richard M. Nixon, and Jimmy Carter; and

(16) listing the basic problems plaguing Latin American countries.

10.2 Students will summarize developments in Japan, China, and the Societ Union since 1945 by the following methods:

(1) describing the political, economic, and social policies of Stalinist Russia;

(2) listing the reasons for Khrushchev's downfall;

(3) defining the Brezhnev Doctrine;

(4) describing Russian society in the late 1970's;

(5) identifying Chiang Kai-shek and Mao Tse-tung;

(6) describing the results of China's Great Leap Forward;

(7) discussing China's Great Cultural Revolution;

(8) describing the political reforms in Japan after World War II;

(9) identifying problems in the Japanese economy;

(10) analyzing the causes of the Sino-Soviet split;

(11) describing United States' relations with China and the Soviet Union; and

(12) appraising the diplomatic accomplishments of the United Nations.

10.3 Students will appraise the development of Africa, Asia, and the Middle East since 1945 by the following methods:

(1) defining Third World countries as newly independent states, generally economically underdeveloped, and diplomatically non-aligned;

(2) describing the process of decolonization brought on by World War II;

(3) identifying the problems of national unity;

(4) summarizing the problem of tribalism in Kenya, Zaire, and Nigeria;

(5) discussing the partitioning of India;

(6) explaining the racial problems in Malaysia and Indonesia;

(7) describing the type of governments that arose in Indonesia, Ghana, Pakistan, and India;

(8) examining the variants of western democracy that developed in the Third World;

(9) explaining how politics and economics are inseparable in Third World problems;

(10) discuss the reasons for the economic backwardness of Third World nations;

(11) examining the history of United States' relations with Africa;

(12) describing the policies of the Third World in international affairs;

(13) explaining why South Africa remains such an explosive area in African politics;

(14) identifying the problems involved in the Arab-Israeli conflict; and

(15) evaluating American policy in Vietnam.

10.4 Students will interpret 20th century society in transformation by the following methods:

(1) explaining the paradoxical role of science and technology in this age of change;

(2) describing the "Second Industrial Revolution" and its impact;

(3) discussing the change in 20th century thought which stresses uncertainty and relativity rather than absolutes;

(4) examining Russia's deviation from orthodox Marxism;

(5) describing the philosophical ideals of national socialism;

(6) discussing how disillusionment in the West was reflected in the arts;

(7) summarizing the cultural trends in Europe and America since 1945;

(8) evaluating the criticisms leveled at the "Ne'gritude" movement;

(9) explaining why Marxist socialism was rejected by the African leaders and intellectuals;

(10) identifying the objectives of the Chinese Cultural Revolution;

(11) describing the uniqueness of India's cultural revival; and

(12) examining cultural developments in Latin America.

11.0 Alternatives for the Future

11.1 Students will discuss the environmental balance sheet.

11.2 Students will define "petro-power" and "agro-power".

11.3 Students will evaluate the three alternative world-views of the future.

11.4 Students will examine the transitional state of religious faith.

11.5 Students will explain the significance of studying the future.

11.6 Students will determine the relevance of world history for studying the future.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
1.0	Introduction to the Study of History	2 weeks	MLST	T. Walter Wallbank, et al., Civilization Past and Present (Tucker, Georgia: Scott, Foresman and Company, 1978) pp. 1-6, 954-58.	John J. Bonstingl, Introduction to the Social Sciences (Boston: Allyn and Bacon, Inc., 1980), pp. 22, 30, 346-49. Edwin Fenton, 32 Problems in World History (Tucker, Georgia: Scott, Foresman and Company, 1969), pp. 10-14. A. Mazour and J. Peoples, Men and Nations (New York: Harcourt, Brace, Jovanovich, Inc., 1975), pp. 10-12, 15, 842-46. T. Walter Wallbank, et al, Civilization Past and Present: Instructor's Resource Book (Tucker, Georgia: Scott, Foresman and Company, 1978), pp. vii-viii. T. Walter Wallbank, et al, Studying Civilization: A Guide to World History and Its Implications (Tucker, Georgia: Scott, Foresman and Company, 1978); pp. 1-2.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
2.0	The Development of Civilizations	1 week	MLST	Wallbank, pp. 9-36.	Fenton, pp. 15-26. Sidney Eisen and Maurice Filler, *The Human Adventure-Readings in World History - Volume One* (New York: Harcourt, Brace and World, Inc.), pp. 2-31. Mazour, pp. 4-57. Wallbank, *Instructor's Resource Book*, pp. 1-4. Wallbank, *Studying Civilization*, pp. 3-8.
3.0	Greek Civilization	1 week	MLST	Wallbank, pp. 37-63	Fenton, pp. 27-33. Eisen, pp. 34-57. Mazour, pp. 80-122. Wallbank, *Instructor's Resource Book*, pp. 4-9. Wallbank, *Studying Civilization*, pp. 9-14.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
4.0	Roman Civilization	1 week	MLST	Wallbank, pp. 64-88.	Fenton, pp. 34-45. Eisen, pp. 57-70. Mazour, pp. 123-46. Wallbank, Instructor's Resource Book, pp. 9-12. Wallbank, Studying Civilization, pp. 15-20.
5.0	India and China	1 week	MLST	Wallbank, pp. 89-118.	Fenton, pp. 69-80. Eisen, pp. 283-44, 246-52. Mazour, pp. 58-77, 161-70, 175-82. Wallbank, Instructor's Resource Book, pp. 13-17. Wallbank, Studying Civilization, pp. 21-26.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
6.0	The Middle Ages	7 weeks	MLST	Wallbank, pp. 121-262.	Fenton, pp. 63-8. Eisen, pp. 71-155, 253-55, 257-61, 263-65. Mazour, pp. 147-60, 170-75, 188-234, 237-39, 244-55, 258-60, 276-79. Wallbank, Instructor's Resource Book, pp. 17-44. Wallbank, Studying Civilization, pp. 27-70.
7.0	Transition to Modern Times	7 weeks	MLST	Wallbank, pp. 264-412.	Eisen, pp. 160-99, 253-55. Mazour, pp. 234-36, 239-42, 255-58, 260-62, 264-76, 279-346. Wallbank, Instructor's Resource Book, pp. 45-78. Wallbank, Studying Civilization, pp. 71-114.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
8.0	The Age of Reason	4 weeks	MLST	Wallbank, pp. 415-92.	Eisen, pp. 202-236. Mazour, pp. 345-438. Wallbank, Instructor's Resource Book, pp. 78-91. Wallbank, Studying Civilization, pp. 114-33.
9.0	The Modern Era	9 weeks		Wallbank, pp. 493-774.	Sidney Eisen and Maurice Filler, The Human Adventure-Readings in World History - Volume Two (New York: Harcourt, Brace, and World, Inc.), pp. 2-51, 61-9, 79-89, 94-6, 98-111, 114-206. Mazour, pp. 439-743. Wallbank, Instructor's Resource Book, pp. 91-146. Wallbank, Studying Civilization, pp. 134-214.

KEY TO RECOMMENDED INSTRUCTIONAL MATERIALS

Performance Objective		Instructional Implications		Resources	
Number	Topic	Teaching Time	Tested on	County Adopted	Supplementary
10.0	The Contemporary World	3 weeks		Wallbank, pp. 777-884	Eisen, pp. 208-69. Mazour, pp. 746-831. Wallbank, *Instructor's Resource Book*, pp. 146-67. Wallbank, *Studying Civilization*, pp. 215-31.
11.0	Epilogue			Wallbank, pp. 885-98.	Wallbank, *Instructor's Resource Book*, pp. 167-70. Wallbank, *Studying Civilization*, pp. 232-34.

PILOT COURSES, 1982-83

LAW STUDIES

State Accreditator Number. . .	0451
Course Code Number	2068
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . . .	Law Studies
Length of Course	Semester
Credit	½
Grade Level.	11, 12

STUDENT LEADERSHIP

State Accreditator Number. . .	0429
Course Code Number	2017
F.T.E. Category.	1.10
Instructional Level.	Standard

Report Card Abbreviation . . .	Stu Leadership
Length of Course	Semester
Credit	½ Elective Credit
Grade Level.	10, 11, 12

These courses will become part of the Social Studies curriculum if they are successful and acceptable.